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ABSTRACT

The intent of this curriculum guide is to help students understand the relationship between actions and values. The document is the fifth-grade component of a teacher-developed K-eighth grade crime prevention program. General objectives of the program are to promote and maintain positive student attitudes and behavior, to assist students in meeting their responsibilities, and to help insure the safety and welfare of self and others. Specific objectives of this component are to help fifth-grade students distinguish between positive and negative solutions to conflict, examine the necessity for laws, gain a basic understanding of crime resistance, and learn about simple and safe home security measures. Material is organized in three main categories--Understanding Self and Others, Understanding Society, and Understanding Safety and Crime Resistance. Students are involved in a wide variety of activities, including discussing personal values, playing a values matching and ranking game, performing a play based on the choice between responsibility and irresponsibility, completing a fill-in puzzle about anger, reading and analyzing stories about conflict resolution, completing creative writing assignments, completing charts correlating rights and responsibilities in various areas, expressing opinions about laws, defining terms such as 'victim' and 'vulnerability,' and making lists of things to do to make sure a house will be safe when the occupant is away. For each activity, information is presented on objectives, procedures, and background. Also included are worksheets, blank spaces for teacher's notes, supplementary materials lists, and a glossary. (DB)

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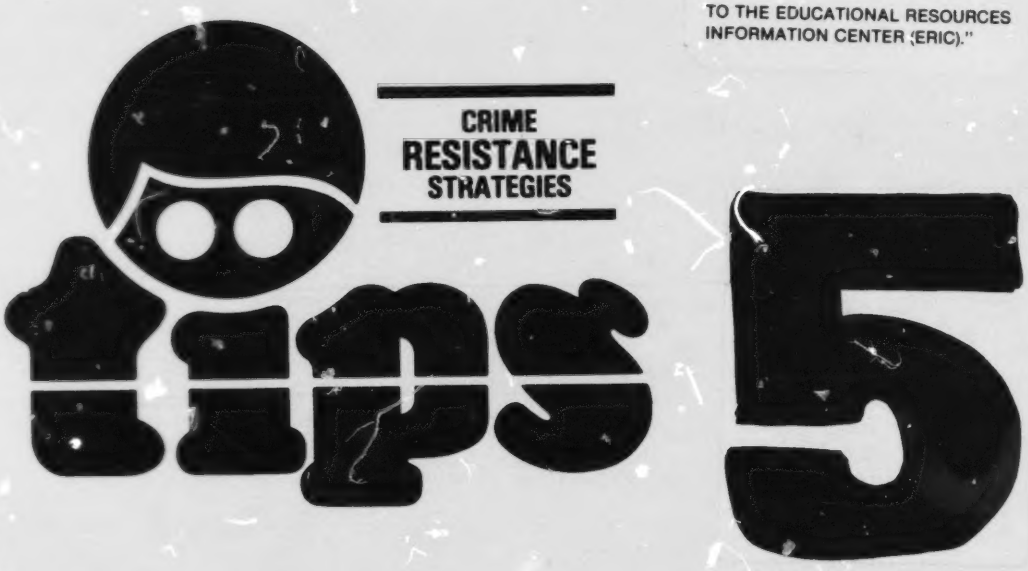


# Teaching Individuals Positive Solutions
# Teaching Individuals Protective Strategies

SO 013 153

This curriculum guide was developed and produced by a team of educators from the Charlottesville City and Albemarle County School Systems. The project was federally funded and administered through the Virginia Department of Education.

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## ACKNOWLEDGMENTS

To develop a Crime Resistance curriculum requires more than usual dependence upon colleagues and friends. Crime resistance is more than a name, topic, or label. Crime Resistance through education is a concept promulgated by Mr. Clarence M. Kelley, former Director of the Federal Bureau of Investigation. The concept embellishes the notion that a safer and more secure society will result when all its citizens more nearly meet their individual and societal responsibilities as expected in a free democratic society.

Mr. Kelley presented the concept to the Honorable Mills E. Godwin, Jr., former Governor of Virginia, who immediately perceived the potential and through Dr. W. E. Campbell, Superintendent of Public Instruction for the State of Virginia, initiated a Title IV-C funded program envisioned as having nationwide applicability. Dr. Campbell invited Dr. William J. Ellena and Dr. Clarence S. McClure, Superintendents respectively of the Charlottesville City and Albemarle County Schools, to develop and pilot such a program.

From the initial stages the project received the complete support and cooperation from all these gentlemen and various members of their staffs. Their assistance and encouragement have been constant and reassuring.

Research and writing credit should go to the project staff facilitators — Mrs. Martha Bass, Mrs. Loreli Damron, Mrs. Joyce Page Brandt, Mr. Beauregard Payne, and Mrs. Manie Phillips. They have spent endless hours in curriculum development as well as going from school to school working with staff and students. Gratitude is expressed also to teachers and administrators who helped develop and field test the curriculum. Their countless suggestions and recommendations resulted in a high quality product. To the best of their knowledge, the activities in this book are attributed to the earliest source that could be found; activities not attributed are untraceable or, original.

Chief John deKoven Bowen of the Charlottesville Police Department, Sheriff George Bailey of Albemarle County, and special FBI agents Frank Washburg and Anthony Rider have lent substantial encouragement and assistance. They and their staffs have spent many hours advising and serving as program resources. A final word of thanks for a fine job by Mrs. Beverly Fox and Mrs. Kathie Morris for editing and proofreading and by Bob Sommers for layout and graphics. An expression of appreciation also goes to Mrs. Ellen Pitts, project secretary and typist.

Without the efficiency, patience and outstanding skills of these people this work would not have been possible.

**Scott Hamrick, Supervisor**
**TIPS Program**

## FOREWORD

TIPS is a crime resistance curriculum designed by and for educators. The translation of the FBI concept of crime resistance into an educational program addresses both the perpetrators of crime and the victims.

The goals of the program are to:
- promote and maintain positive student attitudes and behavior
- assist students in meeting their responsibilities to help insure the safety and welfare of self and others.

In an effort to encourage more positive attitudes toward the structure of our society and to discourage errant behavior, students are led through a systematic examination of the necessity for rules, laws and authority. Guidelines are suggested for effective conflict settlement in an effort to improve interpersonal relationships and reduce criminal and quasi-criminal behavior. The concept of responsibility is examined both from a personal and a societal perspective. Safety measures are emphasized, alerting students to their vulnerability to specific crimes and teaching preventive and protective measures.

The curriculum packets provide the classroom teacher with a systematic plan for reaching the program goals. A program overview orients teachers to their role in the total K-8 scope and sequence. Included in each packet are complete lesson plans and strategies and reproducible student worksheets. Supplementary materials are suggested but are not necessary for effective implementation.

Certainly the goals of the TIPS Program will not be realized overnight; attitudinal and behavioral changes are subtle and complex. Moreover, the authors realize that, even over time, the program is not the cureall for the disruption in the classroom, juvenile delinquency, or victimization. However, it is a start, and through a systematic and continuous reinforcement of the concepts of the TIPS Program, we hope that students will become less vulnerable to victimization and more responsible as citizens.

# PROGRAM OVERVIEW

CRIME RESISTANCE STRATEGIES

tips

## K

- examining personal feelings and those of others
- introducing the concept of responsibility
- introducing situations that could cause conflict
- introducing the concept of rule
- introducing an authority figure (police officer)
- introducing the term "stranger"
- learning names and addresses
- learning to dial "0" for emergencies

## 1

- recognizing that people's feelings differ
- introducing the concept of "a responsible person"
- exploring situations that could cause conflict
- learning the necessity for rules
- introducing the concept of authority
- exploring responsible behavior in dealing with strangers
- learning to make an emergency phone call

## 2

- comparing personal feelings with feelings of others
- reinforcing the concept of being "a responsible person"
- reinforcing situations that could cause conflict
- understanding that rules are everywhere
- identifying authority figures
- identifying "never" rules in dealing with strangers
- introducing the concept of unsafe places

## 3

- introducing the terms "attitude" and "value"
- exploring consequences of neglecting responsibility
- introducing the term "conflict"
- introducing the term "law"
- reinforcing the concept of authority
- introducing the term "shoplifting"
- learning to properly mark personal property

## 4

- understanding how attitudes help determine values
- understanding one's responsibility to others
- exploring solutions to conflict
- learning to compare and contrast rules and laws
- introducing the concept of the hierarchy of authority
- introducing the terms "victim" and "vulnerable"
- identifying potentially dangerous situations

## 5

- understanding the relationship between actions and values
- understanding one's responsibility for the actions of others
- distinguishing between positive and negative solutions to conflict
- examining the necessity for laws
- introducing the term "crime resistance"
- introducing simple and safe home security measures

## 6

- recognizing laws are written to protect societal values
- exploring how laws come from societal values
- defining the term "authority"
- identifying attitudes toward authority
- identifying 3 positive ways of solving conflict
- exploring crime as a negative solution to conflict

## 7

- defining "victim" and "vulnerability"
- examining the effects of victimization
- exploring crime resistance strategies in the community
- protecting against consumer dangers
- introducing "victimless crimes"
- examining peer pressure
- exploring crime resistance strategies at home
- learning babysitting skills
- identifying signs of child abuse and neglect
- exploring crime resistance strategies at school

## 8

- exploring one's responsibility as a citizen
- accepting responsibility to report crime
- learning responsibility of a witness
- exploring one's rights as a citizen
- learning the process of juvenile justice
- considering the concept of "unwritten rights"
- exploring possibility of a police state

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# To The Teacher:
## Use of the Packet

Each packet is divided into major units. At the beginning of each unit a statment of PURPOSE is presented to clarify the central message that should be emphasized in the lessons. Learning OBJECTIVES are also presented to identify the knowledge and skills that the student should obtain from the unit.

To reach the stated objectives, the activities appearing in capital letters on the first page of each unit are recommended. It is important for the teacher to read through all recommended activities prior to implementation so the full scope and relationship of the activities are understood. Student worksheets, provided at the end of each unit, may be duplicated for distribution. Whenever there is a worksheet, it will be shown in reduced form in the teacher's section with instructions for its use and answers inserted when applicable. It is essential that discussion material included in the teacher section be shared with students.

Activities on the unit page listed below those in capital letters are follow-up and meant to reinforce and augment objectives. Teachers are encouraged to review all follow-up activities prior to implementation and select those that seem most appropriate. Student worksheets are presented in the same way as in recommended activities.

In the back of the packet, a student reading list, a list of suggested films and filmstrips with accompanying discussion questions, and a glossary of terms used in the TIPS program are provided.

- this symbol denotes additional suggestions to teachers

# UNIT I

## Understanding Self and Others

**PURPOSE:**

Criminal and quasi-criminal acts are prevalent. Although most young students are rarely involved in criminal activity, all are potential victims and law-breakers. When attitudes and feelings toward rules, laws, authority, conflict resolution and citizenship responsibilities develop negatively, the results are likely to be more misbehavior, criminal activity, and victimization.

In Unit I, positive attitudes and responsible behavior are encouraged through examination of feelings (attitudes/values) of self and others. Emphasis is placed on the individual's responsibility for personal behavior.

**OBJECTIVES:**

- The student will learn that individuals hold different values.
- The student will learn that individuals can be responsible for the actions of others.
- The student will learn that there are alternative solutions to conflict.

PROGRAM INTRODUCTION*

VALUES

THE THINGS I VALUE (inquiry, discussion)
VALUES MATCH (game)
VALUE RANKING (ranking)*
Making Choices (decision making)

RESPONSIBILITY

A CHOICE RESPONSIBILITY (critical thinking)
What Should John Do?(play)*
Rights and Responsibilities (organization & matching)

CONFLICT

RESOLVING CONFLICT POSITIVELY (teacher information)
I WAS SO ANGRY WHEN ...(completion)
IT'S UP TO YOU (ranking decisions)*
Decisions and Conflict (decision making)
Dear Aunt Blabby (creative writing)
I Can Solve It (writing)

*STUDENT WORKSHEET Provided

# Program Introduction

## INTRODUCING TIPS
(STUDENT WORKSHEET Page 11 )

*Purpose: To introduce the TIPS program to students and parents*

## DISCUSS:

1. What is a tip?
   —a tip can be money paid to someone
   —a tip can be the point of a pencil

   TIP: a hint told someone to help them

2. What does "TIPS" stand for?
   —Teaching Individuals Protective Strategies
   —Teaching Individuals Positive Solutions
3. What do we mean by "protective strategies"?
   — ways we can keep safe
   — ways we can keep from being hurt by crime
4. What do we mean by "positive solutions"?
   — good ways we can solve problems
   — ways we can solve problems that do not harm others

**Duplicate the parent letter and read it over with your students. Emphasize the section which tells what students will learn this year in TIPS, and send the letter home so that parents may be aware of the goals and content of the program.**

Dear Parents:

During the next few weeks we will be using the TIPS Program in our class. This program will help students learn about safety and protection. It also teaches students to better understand themselves and others. The program promotes better citizenship and encourages greater responsibility.

Specifically, in the fifth grade, we will be:

- comparing attitudes and values,
- discussing consequences of various behaviors,
- discussing solutions to conflict,
- examining rules and laws,
- extending the concept of authority,
- reviewing stranger danger, and
- learning a citizen's responsibility to report crime.

We believe that home/school cooperation in subject matter such as this is vitally important. Many of you have already discussed these topics with your children, and we hope this program will reinforce your teaching. Please encourage your child to discuss with you the things being learned in the Tips Program.

Feel free to contact me if you have questions.
Thank you.

Sincerely yours,

Teacher

Teacher may choose to have this letter put on school stationery and duplicated.

# VALUES

## THE THINGS I VALUE

*Purpose: To reinforce the concept of values*

## DISCUSS:

1. What does it mean to value something?
   - to have a strong feeling or belief about something
   - to prize or to cherish
   - to act on one's beliefs

   VALUE: something considered important and worthwhile
2. How are values formed?
   - parents and families pass on their values to us
   - religious teaching
   - imitating our friends (peer pressure)
   - what we read or see on television
   - through teacher's actions
   - things we study at school
   - by assuming the values of our society (freedom, privacy, free speech, etc.)
   - through things that happen to us
   - sometimes we determine our own values without outside influence
3. What might cause values to change?
   - experience (e.g. illness, changing schools)
   - friend's influence (e.g. peer pressure)
   - events (e.g. war, technology)
   - growing up (e.g. attitudes toward opposite sex change as we mature)

## VALUES MATCH

*Purpose: To show that people's values can be alike or different*

This game is adapted from the Match Game on television.

SELECT:
- two students to be the contestants
- one student to be the Master of Ceremonies
- six students to be the panel and provide them with sheets of paper and a pencil
- the rest of the class will be the judges who are to decide if there is a match

**Cards with open-ended sentences should be prepared in advance and placed in a stack.**

EXAMPLES:
- If I play fair, I value _____.
- If I throw litter in a trash can, I value _____.
- If I complete a job, I value _____.
- If I go to school, I value _____.
- If I respect police officers, I value _____.
- If I watch out for my own and other's possessions, value _____.
- If I am nice to other people, I value _____.
- If I respect authority, I value _____.

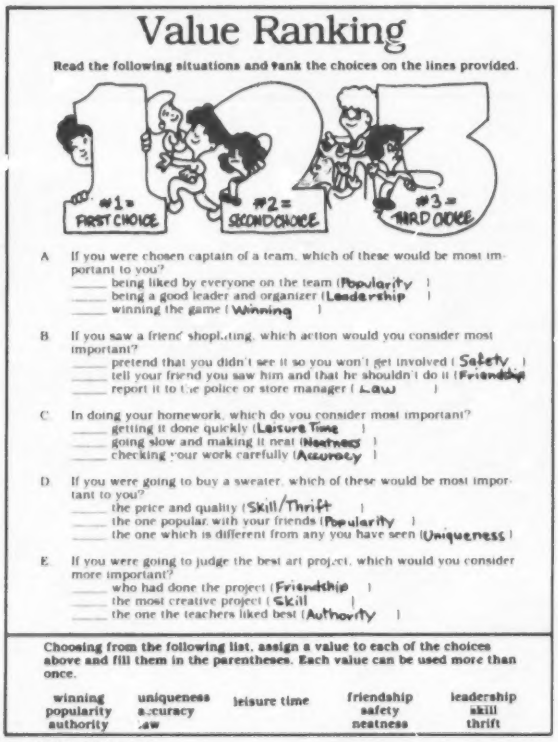
**The master of ceremonies selects a card from the stack and reads the sentence. Each panel member writes his/her own ending without comparing answers. The master of ceremonies then asks one contestant to give an oral answer to the same sentence.** (Students should be encouraged to express personal feelings and not try to guess what the panel will write.) **The panel members then show their endings. The contestant gets one point for each panel member's answer that his/her answer matches. The remainder of the class decides if it is a match. The procedure is repeated with each contestant getting two turns. The contestant getting the most points at the end of round two wins. The winning contestant then selects the panel member he/she wishes to replace. The panel member then becomes part of the audience, and two new contestants are chosen.**

## VALUE RANKING
(STUDENT WORKSHEET Page 12 )

*Purpose: To allow students to make value choices*

**Distribute the worksheet and have students read each situation and rank the choices on the lines provided** (#1 = first choice, #2 = second choice, #3 = third choice).

**After the ranking is completed, have students look at the list of values at the bottom of the worksheet and assign a value to each of the choices above, writing them in the parentheses.** A value can be used more than once.



Value Ranking

Read the following situations and rank the choices on the lines provided.

#1= FIRST CHOICE #2= SECOND CHOICE #3= THIRD CHOICE

A. If you were chosen captain of a team, which of these would be most important to you?
_____ being liked by everyone on the team (Popularity)
_____ being a good leader and organizer (Leadership)
_____ winning the game (Winning)

B. If you saw a friend shoplifting, which action would you consider most important?
_____ pretend that you didn't see it so you won't get involved (Safety)
_____ tell your friend you saw him and that he shouldn't do it (Friendship)
_____ report it to the police or store manager (Law)

C. In doing your homework, which do you consider most important?
_____ getting it done quickly (Leisure Time)
_____ going slow and making it neat (Neatness)
_____ checking your work carefully (Accuracy)

D. If you were going to buy a sweater, which of these would be most important to you?
_____ the price and quality (Skill/Thrift)
_____ the one popular with your friends (Popularity)
_____ the one which is different from any you have seen (Uniqueness)

E. If you were going to judge the best art project, which would you consider more important?
_____ who had done the project (Friendship)
_____ the most creative project (Skill)
_____ the one the teachers liked best (Authority)

Choosing from the following list, assign a value to each of the choices above and fill them in the parentheses. Each value can be used more than once.

winning, popularity, authority, uniqueness, accuracy, law, leisure time, friendship, safety, neatness, leadership, skill, thrift

STUDENT WORKSHEET

This is only an example. As answers will vary.

**Discuss the students' rankings and value assignments. Do not make any judgments as to whether they are right or wrong.** Emphasize that we often have to make choices between things that we value.

## Making Choices

*Purpose: To allow students to make value choices*

**Read the following case studies to your class and allow time for discussion of the questions following each case study. Have students try to identify the value which caused them to make the decision.**

Pet's Suffering vs. Family's Loss

A family has a very old dog. It is 10 years old. His legs are weak, and his eyes are bad. But the family really loves him and doesn't want to give him up. The vet says it is best to "put him to sleep." The dog is in a lot of pain. What should the family do?

Traffic Laws vs. Emergency Situation

A man's wife is having a baby. On the way to the hospital, a police officer pulls the man over for doing 70 mph in a 55 mph zone. Has the man broken a law? What should the police officer do? If you were a police officer, what would you do?

School Responsibility vs. Home Emergency

Tommy is supposed to have three days of achievement tests at school. Both parents work, and Tommy keeps his little sister until the babysitter comes. On Tuesday, after his parents had gone, the babysitter called and said she was sick and could not come. What should Tommy do? Which is more important—for his parents to stay at work and make money or for Tommy to go to school and take his tests? What would you do?

Friendship vs. Respect for the Law

Diane and Laurie were best friends and did everything together. They were at the park, and a ball game was going on. They couldn't see, because you had to have tickets to get in. Diane wanted to climb the fence, but Laurie felt that it was wrong to try to sneak in. The next thing Laurie knew was that Diane was on the other side saying, "Come on Laurie, it's easy!" What should Laurie do? What would you do?

# RESPONSIBILITY

## A CHOICE OF RESPONSIBILITY

*Purpose: To introduce the concept that we are responsible for our own actions and sometimes the actions of others*

**Read the story,**

"The Yo-Yo"

Jamie and Luis were on their way home from school when suddenly Luis remembered that he had promised his mother he would buy some toothpaste at the drugstore.

"Come on, Jamie," Luis said. "It will only take a few minutes."

As they entered the store, Luis headed straight for the section where the toothpaste was kept. But a big display of plastic yo-yos caught Jamie's attention, and he walked in that direction.

Luis looked and looked for the brand of toothpaste his mother wanted. At last he found it. He picked up the tube of toothpaste and set out to find Jamie. Jamie was standing in the aisle playing with a yo-yo when Luis found him.

"Come on, Jamie," said Luis, "let's go."

"Okay, Luis," Jamie replied.

Just then, Luis thought that he saw Jamie quickly stuff a yo-yo into his pocket. "Jamie, did you take that yo-yo?"

"No," said Jamie.

"You did," said Luis, "I know; I saw you. You'd better put that back."

"Yeah, well I didn't," said Jamie. "And even if I did, what could you do about it?"

"I could tell the people who run the store," said Luis, "because I don't think people ought to steal things. Please put it back."

"Look, I told you I didn't take anything, so just forget about it will you?" Jamie said angrily.

"I'm warning you Jamie, if you don't put it back, I'll tell the lady at the cash register."

"You wouldn't dare," Jamie snapped.

## DISCUSS:

1. What kinds of responsibilites do you think Luis feels toward Jamie in this situation?
   - responsibility to keep him from doing something illegal
   - responsibility to keep him from doing something morally wrong
   - responsibility to let Jamie know what his feelings are about steaiing
2. Do you think Luis feels any responsibilities toward himself? If so, what are they?
   - responsibility to himself to try to prevent a theft
   - partial responsibility for the theft if he did not try to stop it
3. Do you think Luis feels any responsibilities toward the store? If so, what are they?
   - a responsibility to deal fairly with the store
   - a responsibility to obey laws that protect goods in stores
4. What conflicts do you think Luis might be facing in this situation?
   - conflict of loyalty to a friend vs. a desire to do right
   - fear of loss of friendship vs. fear of guilt by association
   - the desire to maintain self-esteem vs. disrespect for himself
5. What courses of action are open to Luis?
   - to convince Jamie not to steal the yo-yo
   - to decide to let Jamie be responsible for his own actions
   - to tell the store employees
   - to tell Jamie's parents
6. What do you think Luis should do in this situation? Why?
7. What do you think you would do if you were in Luis' situation? Why?

Adapted: Law in a Free Society: On Responsibility, Santa Monica, California: Law in a Free Society, 1973. p. 24-26.

## What Should John Do?

(STUDENT WORKSHEET Page 13 )

*Purpose. To decide when it is one's responsibility to become involved*

**Select a group of students to produce the play for the class. Allow time for rehearsal. Following the presentation, discuss the narrator's questions.**

### What Should John Do?

**Narrator:** John had been staying after school for help with make-up work. As he came out of the school building, he saw Tim, one of his classmates, over by the bike racks. John wondered what Tim was doing stooping down by the wheels. As he came nearer, he could see that Tim was letting air out of the tires. Suddenly Tim looked up and saw John. Tim jumped up and ran off. The next morning Miss Wilson spoke to the class.

**Miss Wilson:** Yesterday someone let the air out of some bicycle tires again. This has happened many times. Most people ride bicycles to school, because they have too far to walk. If any of you have any information that might help, I wish you would come and tell me about it sometime soon.

**Narrator:** John looked at Tim, who kept his head turned away and seemed to be very busy putting a book in his desk. That afternoon, John discussed the problem with his mother.

**John:** I just don't know what to do about it, Mom. Tim shouldn't have done that, but I'm not sure I want to tell the teacher about it.

**Mother:** What do you think will happen if you don't tell Miss Wilson?

**John:** Well, he might just keep letting the air out of the tires.

**Mother:** Yes, he might.

**John:** If one of the bike riders finds out I knew, they might be mad at me for not telling.

**Mother:** Yes, they could be.

**John:** Or Tim might just stop letting the air out of the tires, because he'd be afraid I'd tell he did it again.

**Mother:** That's a possibility.

**John:** But it really isn't any of my business. It's not my responsibility to tell on Tim.

**Mother:** Why don't you think it is?

**John:** Because I don't even have a bike.

**Mother:** Is that the way people should treat each other?

**John:** Well, maybe I should ask Tim why he let the air out of the tires.

**Mother:** Yes, maybe you should, John.

## DISCUSS:

What responsibility does John have and to whom? Why?
What responsibility does Tim have?
What consequences should Tim have to accept?
If Tim continues and John does nothing, what consequences should John have to accept?
What would you do if you were John?

Class members may role play some possible solutions.

**Dimensions for Living** K-3. Health-Welfare-Recreation Council, Norfolk, Virginia, p. 114.

## Rights and Responsibilities

(STUDENT WORKSHEET Page 14 )

*Purpose: To introduce the concept of "rights and responsibilities"*

## DISCUSS:

1. What does it mean to have a responsibility?
   - having a job to carry out
   - something that is your duty to do

   RESPONSIBLE: carrying out a job or doing what you are expected to do
2. What does it mean to have the "right" to something?
   - a privilege given by the law
   - something that all American citizens can claim
3. How are rights and responsibilities related?
   - having rights often depends on meeting certain responsibilities
   - rights are dependent on each member of a group meeting the expectations of the group as a whole

**Distribute the student worksheet. Have students match each right with a corresponding responsibility. Allow students to write a right/responsibility of their own.**

### Rights and Responsibilities

**Read each "right" in the chart below and write in a corresponding "responsibility". Write a "right" and "responsibility" of your own in the space provided.**

| Every student has the right to ... | Responsibility |
|---|---|
| 1. a clean lunchroom | Students should clean Their own lunch area |
| 2. own property | |
| 3 a safe school | |
| 4. a clean community | |
| 5. express their ideas and beliefs | |
| 6. a safe community | |
| 7. | |

**RESPONSIBILITIES:**

- Students should respect the ideas and beliefs of others. 5
- Students should report crime to the proper authorities. 6
- Students should clean their own lunch area. 1
- Students should care for and protect their private property. 2
- Students should obey rules and laws. 3
- Students should not litter or pollute. 4

**Discuss the answers and emphasize why all citizens must accept their responsibilities in order to live in a just and orderly society.**

# CONFLICT

## RESOLVING CONFLICT POSITIVELY

### Teacher Information

*Purpose: To give students opportunity to resolve conflict*

Often the two parties in a argument and/or fight can, themselves, resolve the conflict in a positive way. An objective in resolving conflict between two or more individuals should be to leave them with positive feelings which will reduce the chances of a later confrontation. This strategy will often produce positive feelings between two individuals in a conflict situation. As an authority figure you must use your own discretion as to whether or not you use the strategy. The degree of hostility between the parties should determine if you use the strategy, delay its use, or not use it at all.

**Strategy**

It's your responsibility to resolve a conflict between Mike and Chris who have just been fighting. Instruct the two as follows:

"I believe you two can settle this thing yourself. I want to give both of you a chance to settle it. If you cannot come up with a way to solve your differences, I will have to.

Mike and Chris, I want you two to go into the next room by yourselves and talk over your problem. In 10 minutes, I want you to come back and tell me what caused the fight, whose fault it was, and what you plan to do about it. I also want you to tell me what I should do about it. When you get to the next room, I want Mike to start the conversation, and when you have finished, I want Chris to tell me how you solved your problem."

If they agree to solve the problem in this manner, you can be reasonably sure they will solve it positively. When they return, and if they seem happy over their solution, congratulate them and follow up on their recommendations.

At this point say to Mike and Chris — "I am real pleased and happy that you have resolved your differences in a friendly manner. Now, I want to ask you to do one more thing. I would like for you to discuss how you plan to avoid fights and arguments with each other in the future. When you come up with what you can do, I would appreciate it if you would come back and tell me what you have decided."

This particular strategy takes very little of your time. Yet often the conflict has been settled positively, and the offenders leave feeling good about themselves and each other. Arguments and disagreements often surface between two or more students over a wide range of factors. You may want to choose this method to help resolve conflict. Use your own creativity in adapting the strategy.

## I WAS SO ANGRY WHEN ...
(STUDENT WORKSHEET Page 15 )

*Purpose: To have students distinguish between positive and negative solutions*

## DISCUSS:

1. What does it mean to solve a problem?
   — find an answer which does not create a new problem
2. What does it mean to solve something in a positive way?
   — a way that does not break the law
   — a way that does not hurt others
3. What does it mean to solve something in a negative way?
   — a way that may hurt others
   — a way in which a law may be broken
   — a way in which something is hurt or destroyed

**Distribute student worksheets.**

### I Was So Angry When. . .

Choose three of the following open-ended sentences and write two endings for each one: one positive and one negative.

I WAS SO ANGRY WHEN. . .

1. my friend teased me that I

2. Mother said I couldn't go that I

3. I lost my homework that I

4. someone broke something of mine that I

5. we lost the game that I

Make up one sentence of your own about something that makes you angry.

**Have students share their sentences and discuss the solutions.**

## IT'S UP TO YOU
(STUDENT WORKSHEET Page 16 )

*Purpose: To allow students to choose among alternative solutions to conflict situations*

**Distribute the worksheet to students. Demonstrate on the board the procedure for ranking different alternatives.** Emphasize that students may also write in a solution of their own and include it in the ranking.

### It's Up To You

Number the solutions from 1-4 in the order in which you would choose them to solve the problem. You may write your own solution and include it in your numbering.

**STORY 1.**
You are in the bathroom. An older student comes in and starts picking on you.
___ I would sock him/her in the nose.
___ I would leave the bathroom and report the incident to the teacher.
___ I would tell my mother, and she would call the principal.
___ I would leave the bathroom and later try to make friends with that student.
___ _____
(own answer)

**STORY 2.**
You are doing your homework. The student who lives next door to you comes in and wants to copy your work.
___ I would let my work be copied.
___ I would tell him/her "no."
___ I would say, "You can't copy my work, but I will help you understand what to do."
___ I would get angry with him/her for even asking me.
___ _____
(own answer)

**STORY 3.**
You brought your skateboard to school even though you knew it was against the rules. You hid it in your locker and when you came back, it was gone.
___ I would do nothing since I broke the rules.
___ I would report it to the principal even though I broke the rules.
___ I would call the police.
___ I would ask my teacher to have the class help find it.
___ _____
(own answer)

**STORY 4.**
You see a fight going on. You walk over to check it out, and you see it's the class "bully" they are picking on. You recall when this "bully" had done some mean things to you.
___ I would walk away and ignore it.
___ I would report it to the teacher on duty.
___ I would join in and get a few "licks" myself.
___ I would try to stop it.
___ _____
(own answer)

**Discuss each of the alternative solutions emphasizing what the consequences of each action might be.**

— Students can vote on what they think is the best solution for each situation.
— Once the students have discussed the consequences of each alternative, allow them the opportunity to alter their rankings.

## Decisions and Conflict

*Purpose: To introduce the idea that many decisions we make conflict with interests of others*

Explain to students that many decisions they make may conflict with decisions of others. Therefore, we must learn ways of dealing with these conflicts.

Make three columns on the board as shown below.

| DECISIONS | CONFLICT | POSSIBLE SOLUTIONS |
|---|---|---|
| 1. I WANT TO PRACTICE MY TUBA AT NIGHT. | 1. MY PARENTS WANT TO WATCH TV. | 1. I WILL PRACTICE A SHORT TIME BEFORE MY PARENTS' FAVORITE TV PROGRAM. |
| 2. I WANT TO RIDE MY BIKE TO SCHOOL. | | |
| 3. I WANT TO BUY A NEW SWEATER. | | |

Have students list the decisions they make, the conflicts which may arise and possible solutions to the conflicts. Discuss the fact that when conflicts arise each person may have to give in a little, and this is called compromise.

Adapted from: RIEKES – MAHE, **Courts and Trials: Law in Action Series**. St. Paul, Minn.: West Publishing Company, 1975. p.2-3.

## Dear Aunt Blabby

*Purpose: To have students assist others in solving problems*

Tell your students that today they are going to write a letter to "AUNT BLABBY." The students should write a letter stating some real or fictitious problem which needs a solution. They should sign a fictitious name.

The following day, pass out the letters making sure that no student gets his own paper. Have the students write non-violent solutions to the problems. Discuss whether the solutions were reasonable or not.

EXAMPLE:

Dear Aunt Blabby,
I am a fift grade student at River Road scool. The teachr is allways yellin at me about my riting and spellin. I dont no why.
Can you help?
Yours Truly
Puzzled

DEAR PUZZLED,
I AM SURE THAT YOUR TEACHER IS JUST AS TIRED OF YELLING AT YOU AS YOU ARE OF HEARING HER. PERHAPS IF YOU WOULD USE A DICTIONARY WHEN YOU ARE NOT SURE OF THE SPELLING OF A WORD IT WOULD HELP. IF YOUR PARENTS WOULD LET YOU LEARN TO TYPE, BOTH YOU AND YOUR TEACHER WOULD BE HAPPY WITH THE RESULTS.

YOURS,

AUNT BLABBY

If your class or school has a newspaper, maybe some of the best problems and solutions can be included.

## I Can Solve It

*Purpose: To seek solutions to conflict*

**Choose four-story starters from the list below and write them on the board. Allow students to choose one and write a paragraph describing how they might solve the conflict.**

- When I arrived home from school, my bike was gone. I knew who took it.
- I was telling the truth, but Ms. Wilson just wouldn't believe me.
- We were taking a test, and I knew Tony was copying my paper.
- Janice showed me a wallet and said she had just bought it, but I saw Susie with it yesterday.
- Tommy told the teacher that Wallace had written on the bathroom wall. I knew it was Tommy who did it.
- It was against school rules to bring matches to school. I saw Mike striking some in the bathroom.
- It was my turn to be captain and choose teams. Larry was my best friend but the worst player.
- I saw Mr. Conway borrowing Mr. Brown's lawn mower without permission. I knew he was wrong, but he was an adult.

**Allow students who chose the same story to share their endings, emphasizing that conflict can be solved in many different ways.**

Dear Parents:

During the next few weeks we will be using the TIPS Program in our class. This program will help students learn about safety and protection. It also teaches students to better understand themselves and others. The program promotes better citizenship and encourages greater responsibility.

Specifically, in the fifth grade, we will be:

- comparing attitudes and values,
- discussing consequences of various behaviors,
- discussing solutions to conflict,
- examining rules and laws,
- extending the concept of authority,
- reviewing stranger danger, and
- learning a citizen's responsibility to report crime.

We believe that home/school cooperation in subject matter such as this is vitally important. Many of you have already discussed these topics with your children, and we hope this program will reinforce your teaching. Please encourage your child to discuss with you the things being learned in the Tips Program.

Feel free to contact me if you have questions.
Thank you.

Sincerely yours,

CRIME RESISTANCE STRATEGIES
tips

Teacher

# Value Ranking

**Read the following situations and rank the choices on the lines provided.**

A. If you were chosen captain of a team, which of these would be most important to you?
_____ being liked by everyone on the team (  )
_____ being a good leader and organizer (  )
_____ winning the game (  )

B. If you saw a friend shoplifting, which action would you consider most important?
_____ pretend that you didn't see it so you won't get involved (  )
_____ tell your friend you saw him and that he shouldn't do it (  )
_____ report it to the police or store manager (  )

C. In doing your homework, which do you consider most important?
_____ getting it done quickly (  )
_____ going slow and making it neat (  )
_____ checking your work carefully (  )

D. If you were going to buy a sweater, which of these would be most important to you?
_____ the price and quality (  )
_____ the one popular with your friends (  )
_____ the one which is different from any you have seen (  )

E. If you were going to judge the best art project, which would you consider more important?
_____ who had done the project (  )
_____ the most creative project (  )
_____ the one the teachers liked best (  )

**Choosing from the following list, assign a value to each of the choices above and fill them in the parentheses. Each value can be used more than once.**

| | | | | |
|---|---|---|---|---|
| **winning** | **uniqueness** | **leisure time** | **friendship** | **leadership** |
| **popularity** | **accuracy** | | **safety** | **skill** |
| **authority** | **law** | | **neatness** | **thrift** |

# What Should John Do?

**Narrator:** John had been staying after school for help with make-up work. As he came out of the school building, he saw Tim, one of his classmates, over by the bike racks. John wondered what Tim was doing stooping down by the wheels. As he came nearer, he could see that Tim was letting air out of the tires. Suddenly Tim looked up and saw John. Tim jumped up and ran off. The next morning Miss Wilson spoke to the class.

**Miss Wilson:** Yesterday someone let the air out of some bicycle tires again. This has happened many times. Most people ride bicycles to school, because they have too far to walk. If any of you have any information that might help, I wish you would come and tell me about it sometime soon.

**Narrator:** John looked at Tim, who kept his head turned away and seemed to be very busy putting a book in his desk. That afternoon, John discussed the problem with his mother.

**John:** I just don't know what to do about it, Mom. Tim shouldn't have done that, but I'm not sure I want to tell the teacher about it.

**Mother:** What do you think will happen if you don't tell Miss Wilson?

**John:** Well, he might just keep letting the air out of the tires.

**Mother:** Yes, he might.

**John:** If one of the bike riders finds out I knew, they might be mad at me for not telling.

**Mother:** Yes, they could be.

**John:** Or Tim might just stop letting the air out of the tires, because he'd be afraid I'd tell he did it again.

**Mother:** That's a possibility.

**John:** But it really isn't any of my business. It's not my responsibility to tell on Tim.

**Mother:** Why don't you think it is?

**John:** Because I don't even have a bike.

**Mother:** Is that the way people should treat each other?

**John:** Well, maybe I should ask Tim why he let the air out of the tires.

**Mother:** Yes, maybe you should, John.

STUDENT WORKSHEET

# Rights and Responsibilities

**Read each "right" in the chart below and write in a corresponding "responsibility". Write a "right" and "responsibility" of your own in the space provided.**

| Every student has the right to ... | Responsibility |
|---|---|
| 1. a clean lunchroom | |
| 2. own property e.g. bikes | |
| 3 a safe school | |
| 4. a clean community | |
| 5. express their ideas and beliefs | |
| 6. a safe community | |
| 7. | |

**RESPONSIBILITIES:**

- Students should respect the ideas and beliefs of others.
- Students should report crime to the proper authorities.
- Students should clean their own lunch area.
- Students should care for and protect their private property.
- Students should obey rules and laws.
- Students should not litter or pollute.

# I Was So Angry When. . .

**Choose three of the following open-ended sentences and write two endings for each one: one positive and one negative.**

**I WAS SO ANGRY WHEN. . .**

1. my friend teased me that I

2. Mother said I couldn't go that I

3. I lost my homework that I

4. someone broke something of mine that I

5. we lost the game that I

**Make up one sentence of your own about something that makes you angry.**

# It's Up To You

**Number the solutions from 1-4 in the order in which you would choose them to solve the problem. You may write your own solution and include it in your numbering.**

**STORY 1.**
You are in the bathroom. An older student comes in and starts picking on you.

___ I would leave the bathroom and report the incident to the teacher.

___ I would tell my mother, and she would call the principal.

___ I would leave the bathroom and later try to make friends with that student.

___ I would sock him/her in the nose.

___ _____

(own answer)

**STORY 2.**
You are doing your homework. The student who lives next door to you comes in and wants to copy your work.

___ I would let my work be copied.

___ I would tell him/her "no."

___ I would say, "You can't copy my work, but I will help you understand what to do."

___ I would get angry with him/her for even asking me.

___ _____

(own answer)

**STORY 3.**
You brought your skateboard to school even though you knew it was against the rules. You hid it in your locker and when you came back, it was gone.

___ I would do nothing since I broke the rules.

___ I would report it to the principal even though I broke the rules.

___ I would call the police.

___ I would ask my teacher to have the class help find it.

___ _____

(own answer)

**STORY 4.**
You see a fight going on. You walk over to check it out, and you see it's the class "bully" they are picking on. You recall when this "bully" had done some mean things to you.

___ I would walk away and ignore it.

___ I would report it to the teacher on duty.

___ I would join in and get a few "licks" myself.

___ I would try to stop it.

___ _____

(own answer)

# UNIT II

## Understanding Society

### PURPOSE:

Rules, laws, and authority are essential for the establishment and maintenance of order. Compliance with rules, laws and authority is often difficult because individuals perceive them as restrictions rather than means to safety and harmony.

In this unit, emphasis is placed on understanding the necessity for rules, laws, and authority in order to promote more positive attitudes toward them. Better attitudes lead to greater acceptance and more willing compliance to reasonable rules, laws, and authority.

### OBJECTIVES:

- The student will be able to identify two reasons why laws are necessary.
- The student will be able to identify an authority hierarchy.

LAWS

WHO NEEDS LAW? (critical thinking)
WHAT'S WRONG? (identification)*
Debate-A-Law (informal debating)
Being Safe With Signs (fill in blanks)*

AUTHORITY

LET'S TALK ABOUT AUTHORITY (inquiry and discussion)
LADDERS OF AUTHORITY (charting)*
Can You? (critical thinking)*
The Word Game (describing)

*STUDENT WORKSHEET Provided

# LAWS

## WHO NEEDS LAW?

*Purpose: To help students understand the need for laws*

## DISCUSS:

1. What is law?

   LAW: an official set of rules

2. Why do we have laws?
   - to protect us, provide safety, insure that everyone is treated fairly
   - to help settle disputes peacefully
   - to guide our daily activities, maintain order

**List the following laws on the board:**

**SPEED LIMITS WILL BE SET BY LAW.**

**LITTERING IS PROHIBITED BY LAW.**

**ALL CITIZENS UNDER A GIVEN AGE MUST ATTEND SCHOOL.**

**ALL CITIZENS UNDER A GIVEN AGE MUST BE OFF THE STREET BY A SET TIME.**

**Have students divide into pairs and make a list stating reasons for having each law. After a set time limit, reassemble as a class, discuss the reasons and make a composite list on the board below each law. Be sure to include all the following reasons.**

**SPEED LIMIT**

to minimize accidents
to save gas
to lessen road repairs
to protect pedestrians
to limit noise
to insure safe stops

**MANDATORY SCHOOLING**

to insure literacy
to provide job training
to insure equal opportunity
to encourage good citizenship
to protect children

**LITTERING**

to control pollution
to keep things beautiful
some litter is dangerous, e.g. broken glass
to maintain the natural environment

**CURFEW**

to reduce chances of victimization
to encourage good health
to prevent vandalism

Have each pair choose a law and make a poster illustrating what might happen if the law did not exist.

## WHAT'S WRONG?

(STUDENT WORKSHEET Page 25 )

*Purpose: To show that laws affect our daily lives*

**Distribute copies of the worksheet to students. Have students circle the things in the picture that show laws being disobeyed.** Emphasize that when people do not obey laws, it affects everyone, e.g. when someone litters it makes the community dirty for everyone.

## Debate—A Law

*Purpose: To allow students to express an opinion about laws that might affect them*

**Set up two debate teams consisting of three to five students each. One team will be "for" and one team will be "against" an "imaginary law." Example:**

- **STATE LEGISLATURE HAS PASSED A LAW STATING THAT SCHOOLS WILL BE OPEN TWELVE MONTHS A YEAR.**
- **SKATEBOARDS ARE UNLAWFUL FOR CHILDREN UNDER AGE TEN.**
- **ALL OWNERS OF BICYCLES MUST PURCHASE A LICENSE AND HAVE A PERMIT.**

**Allow the teams to discuss and agree on points for their presentation. Have each team present their issues. Then allow the rest of the class to vote on which team presented the best points.**
This is not a formal type of debate. Each team member may simply choose an issue to present.

Students may decide to debate an existing law.

## Being Safe With Signs

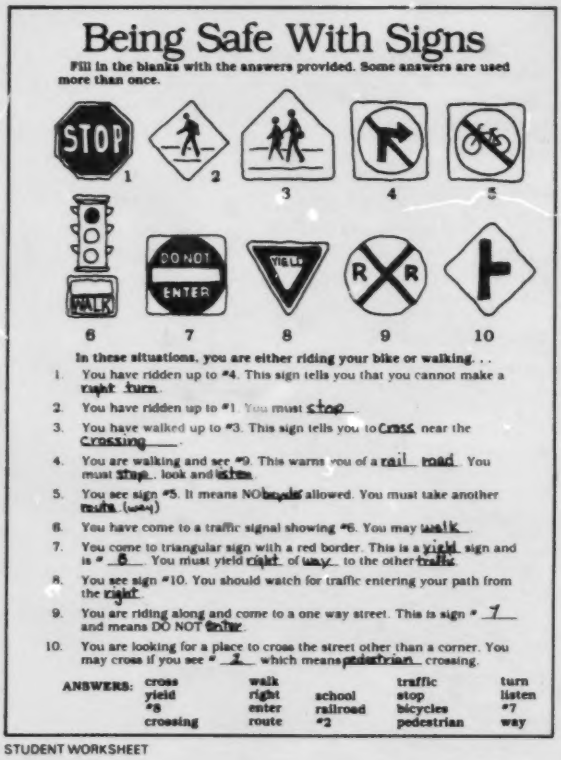
(STUDENT WORKSHEET Page 26 )

*Purpose: To reinforce symbols as representations of laws*

## DISCUSS:

1. What is a symbol?
   -- something that stands for something else
   – something that we can see that reminds us of something we cannot see
2. What are some symbols we often see? What do they remind us of?
   – flag – reminds us of our country
   – cross – reminds us of Christian churches
   – Star of David – reminds us of Jewish religion
   – football emblems – remind us of certain football teams
   – traffic lights – remind us of certain traffic laws
3. What are some symbols we should obey?
   – certain signs remind us of other laws e.g. railroad crossing signs remind us to stop and look before crossing, crosswalk signs remind us to cross at that sign
   – entrance, exit signs

**Distribute the worksheet to students. Symbols of laws are shown at the top of the page. Students should read the situations and fill in the words from the bottom of the page that describe the appropriate sign or symbol. Answers can be used more than once.**



Being Safe With Signs

Fill in the blanks with the answers provided. Some answers are used more than once.

STOP 1 2 3 4 5

WALK DO NOT ENTER YIELD R R

6 7 8 9 10

In these situations, you are either riding your bike or walking. . .

1. You have ridden up to #4. This sign tells you that you cannot make a right turn.
2. You have ridden up to #1. You must stop.
3. You have walked up to #3. This sign tells you to cross near the crossing.
4. You are walking and see #9. This warns you of a rail road. You must stop, look and listen.
5. You see sign #5. It means NO bicycles allowed. You must take another route. (way)
6. You have come to a traffic signal showing #6. You may walk.
7. You come to triangular sign with a red border. This is a yield sign and is # 8. You must yield right of way to the other traffic.
8. You see sign #10. You should watch for traffic entering your path from the right.
9. You are riding along and come to a one way street. This is sign # 7 and means DO NOT enter.
10. You are looking for a place to cross the street other than a corner. You may cross if you see # 2 which means pedestrian crossing.

ANSWERS: cross, walk, traffic, turn, yield, right, school, stop, listen, #8, enter, railroad, bicycles, #7, crossing, route, #2, pedestrian, way

STUDENT WORKSHEET

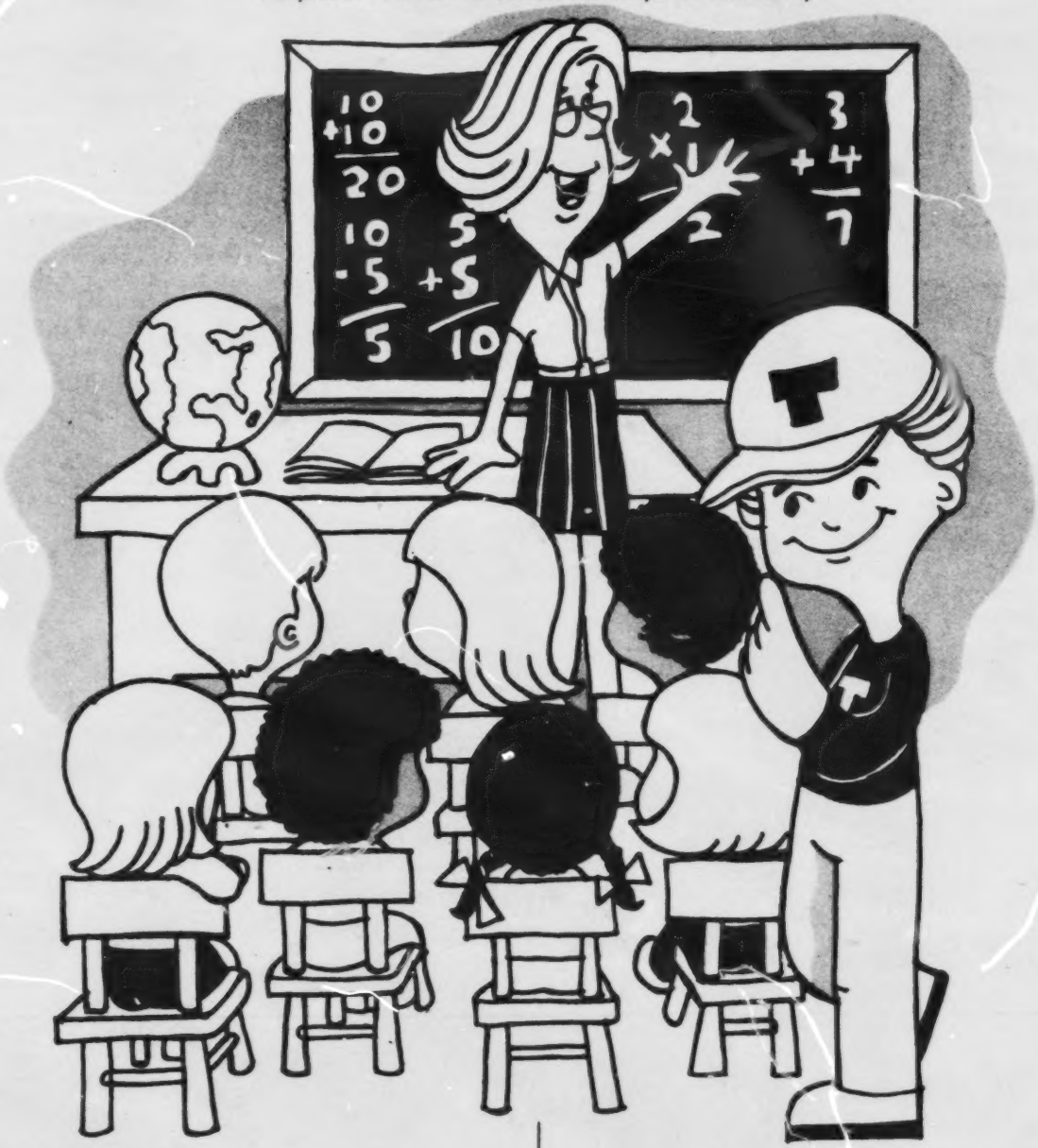
**After the worksheets are completed, have answers read aloud.**

This activity lends itself well to a learning center activity.

# AUTHORITY

## LET'S TALK ABOUT AUTHORITY

*Purpose: To reinforce the concept of authority*




## DISCUSS:

1. What is authority?
   - the power or ability to influence others' behavior
   - being the boss,

AUTHORITY: leader; able to tell others what to do

2. Name some authority figures.
   - parents
   - police
   - teachers

3. What do people do who are in authority?
   - make decisions affecting other people
   - demonstrate leadership, guidance and assistance
   - promote safety and the enforcement of rules and laws
4. Is authority always represented by people?
   - no e.g. can be represented by symbols
5. What are some authority symbols?
   - traffic lights
   - road and street signs
   - sirens
   - fire alarms
6. What do authority symbols represent?
   - rules and laws that we should obey
7. Are there different levels of authority?
   - Yes, there are different levels called a hierarchy of authority. ex. school board, principal, teacher
8. What is the hierarchy of authority in your home? in your school?
9. What does it mean to comply with authority?
   - "comply with" means obey

   Why is this important?
10. Is it wrong to question authority?
    - no.
11. When might decisions of authority figures be questioned?
    - not understanding why decisions were made
    - questioning the right of a particular authority figure to make the decision
    - when your rights or safety are in question
12. Why do some people resent others in authority?
    - jealous of people in power over others
    - rebellious against all authority symbols and figures
    - authority figures making unreasonable demands
    - authority figures can be inconsiderate
13. What might be some characteristics of an authority figure?
    - consideration of viewpoints and feelings of others
    - knowledgeable in the area of their authority
    - capable of making decisions affecting others
    - capable of enforcing those decisions
    - able to accept responsibility

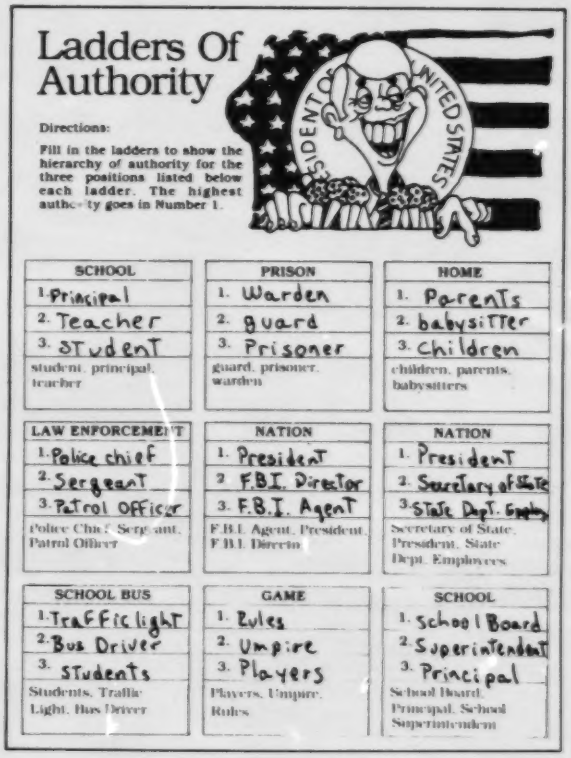
Invite an authority figure to come to your class to discuss his/her duties and responsibilities as an authority figure.

## LADDERS OF AUTHORITY

(STUDENT WORKSHEET Page 27 )

*Purpose: To reinforce the concept of hierarchy of authority*

**Distribute copies of the worksheet and have students fill in the three positions on the ladders with the highest authority figure placed on line 1.**



Ladders Of Authority

Directions:

Fill in the ladders to show the hierarchy of authority for the three positions listed below each ladder. The highest authority goes in Number 1.




| SCHOOL | PRISON | HOME |
|---|---|---|
| 1. Principal | 1. Warden | 1. Parents |
| 2. Teacher | 2. guard | 2. babysitter |
| 3. student | 3. Prisoner | 3. children |
| student, principal, teacher | guard, prisoner, warden | children, parents, babysitters |

| LAW ENFORCEMENT | NATION | NATION |
|---|---|---|
| 1. Police chief | 1. President | 1. President |
| 2. Sergeant | 2. F.B.I. Director | 2. Secretary of State |
| 3. Patrol Officer | 3. F.B.I. Agent | 3. State Dept. Employ |
| Police Chief, Sergeant, Patrol Officer | F.B.I. Agent, President, F.B.I. Director | Secretary of State, President, State Dept. Employees |

| SCHOOL BUS | GAME | SCHOOL |
|---|---|---|
| 1. Traffic light | 1. Rules | 1. school Board |
| 2. Bus Driver | 2. Umpire | 2. Superintendent |
| 3. students | 3. Players | 3. Principal |
| Students, Traffic Light, Bus Driver | Players, Umpire, Rules | School Board, Principal, School Superintendent |

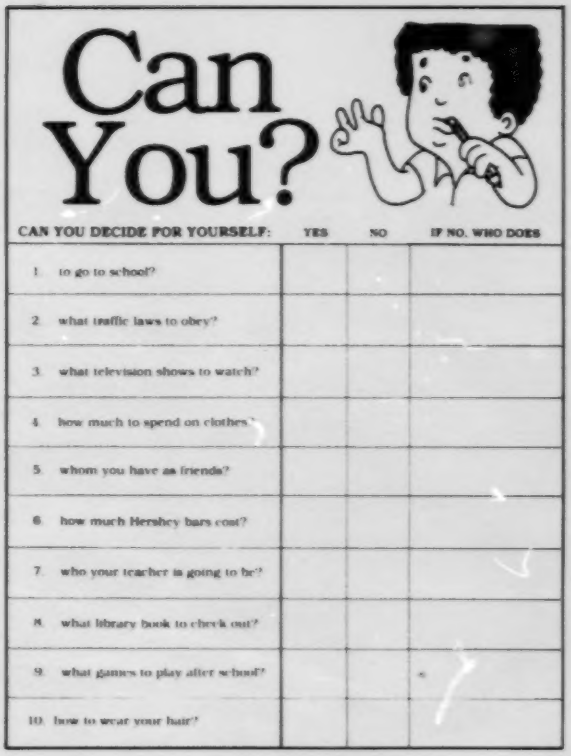
**Discuss the students' answers.**

## Can You?

(STUDENT WORKSHEET Page 28 )

*Purpose: To demonstrate that one may have authority over self*

**Distribute worksheets to students and have them check whether or not they can make each of the decisions for themselves. If the students make the decision stated, check "Yes." If not, check "No" and fill in the third column with who makes the decision.**



Can You?

| CAN YOU DECIDE FOR YOURSELF: | YES | NO | IF NO, WHO DOES |
|---|---|---|---|
| 1. to go to school? | | | |
| 2. what traffic laws to obey? | | | |
| 3. what television shows to watch? | | | |
| 4. how much to spend on clothes? | | | |
| 5. whom you have as friends? | | | |
| 6. how much Hershey bars cost? | | | |
| 7. who your teacher is going to be? | | | |
| 8. what library book to check out? | | | |
| 9. what games to play after school? | | | |
| 10. how to wear your hair? | | | |

## DISCUSS:

1. How many of these decisions could you make?
2. How many of these decisions did your parents make?
3. How many of these decisions were made by people in authority over your parents?
4. Why couldn't you make all these decisions?
5. Why couldn't your parents make all these decisions?
6. Are there different levels of authority?

## The Word Game

*Purpose: To allow students to express attitudes toward authority figures*

**List some authority figures on the board:**

- **teacher**
- **deputy**
- **playground supervisor**
- **principal**
- **bus driver**
- **police officer**
- **parents**
- **etc.**

**Have students draw lines on a sheet of paper and number them as you draw them on the board.**

(1) _____

(2) _____ (2) _____

(3) _____ (3) _____ (3) _____

(2) _____ (2) _____

(1) _____

**Students are to select one authority figure. This word is to be written on the two lines numbered (1). In the four blanks numbered (2), have students write four different adjectives that describe how they feel about the authority figure they chose for number (1). In the three blanks numbered (3), have students write words ending in "ing" that tell what they think their authority figure does in their job.**

**Example:**

(1) Teacher

(2) Pretty (2) Neat

(3) Helping (3) Caring (3) Yelling

(2) Angry (2) Fair

(1) Teacher

The teacher may gain greater insight by allowing students to voluntarily read what they have written and to give reasons for their answers.

# What's Wrong?

DANGER
NO TRESPASSING
POLICE
3 DAY OLD MILK
CUT RATE FOOD
LETS KEEP OUR PARKS CLEAN
TRASH
STOP
ONE WAY

# Being Safe With Signs

**Fill in the blanks with the answers provided. Some answers are used more than once.**

1 2 3 4 5

6 7 8 9 10

**In these situations, you are either riding your bike or walking. . .**

1. You have ridden up to #4. This sign tells you that you cannot make a _____ _____.
2. You have ridden up to #1. You must _____.
3. You have walked up to #3. This sign tells you to _____ near the _____.
4. You are walking and see #9. This warns you of a _____ _____. You must _____, look and _____.
5. You see sign #5. It means NO _____ allowed. You must take another _____.
6. You have come to a traffic signal showing #6. You may _____.
7. You come to triangular sign with a red border. This is a _____ sign and is # _____. You must yield _____ of _____ to the other _____.
8. You see sign #10. You should watch for traffic entering your path from the _____.
9. You are riding along and come to a one way street. This is sign # _____ and means DO NOT _____.
10. You are looking for a place to cross the street other than a corner. You may cross if you see # _____ which means _____ crossing.

| **ANSWERS:** | | | | | |
|---|---|---|---|---|---|
| | **cross** | **walk** | | **traffic** | **turn** |
| | **yield** | **right** | **school** | **stop** | **listen** |
| | **#8** | **enter** | **railroad** | **bicycles** | **#7** |
| | **crossing** | **route** | **#2** | **pedestrian** | **way** |

# Ladders Of Authority

**Directions:**

**Fill in the ladders to show the hierarchy of authority for the three positions listed below each ladder. The highest authority goes in Number 1.**

| SCHOOL |
|---|
| 1. |
| 2. |
| 3. |
| student, principal, teacher |

| PRISON |
|---|
| 1. |
| 2. |
| 3. |
| guard, prisoner, warden |

| HOME |
|---|
| 1. |
| 2. |
| 3. |
| children, parents, babysitters |

| LAW ENFORCEMENT |
|---|
| 1. |
| 2. |
| 3. |
| Police Chief, Sergeant, Patrol Officer |

| NATION |
|---|
| 1. |
| 2. |
| 3. |
| F.B.I. Agent, President, F.B.I. Director |

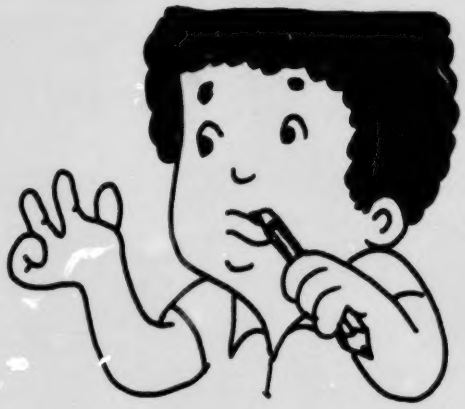
| NATION |
|---|
| 1. |
| 2. |
| 3. |
| Secretary of State, President, State Dept. Employees |

| SCHOOL BUS |
|---|
| 1. |
| 2. |
| 3. |
| Students, Traffic Light, Bus Driver |

| GAME |
|---|
| 1. |
| 2. |
| 3. |
| Players, Umpire, Rules |

| SCHOOL |
|---|
| 1. |
| 2. |
| 3. |
| School Board, Principal, School Superintendent |

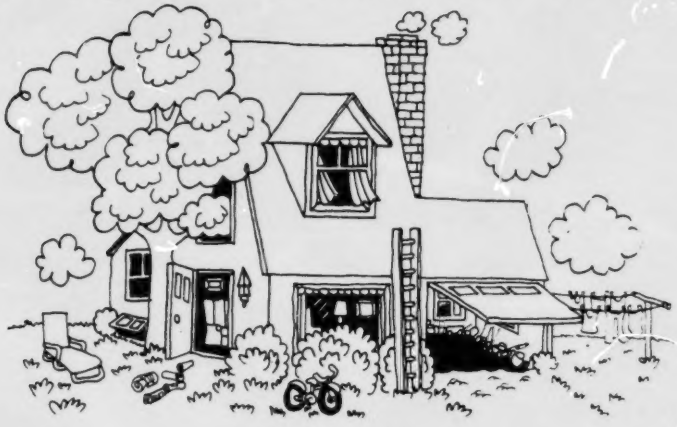
# Can You?



| CAN YOU DECIDE FOR YOURSELF: | YES | NO | IF NO, WHO DOES |
|---|---|---|---|
| 1. to go to school? | | | |
| 2. what traffic laws to obey? | | | |
| 3. what television shows to watch? | | | |
| 4. how much to spend on clothes? | | | |
| 5. whom you have as friends? | | | |
| 6. how much Hershey bars cost? | | | |
| 7. who your teacher is going to be? | | | |
| 8. what library book to check out? | | | |
| 9. what games to play after school? | | | |
| 10. how to wear your hair? | | | |

# UNIT III

## Understanding Safety and Crime Resistance



**PURPOSE:**

Every citizen has a responsibility to take protective measures against criminal activity. One way to reduce victimization is through the concept of crime resistance. CRIME RESISTANCE is an attitude which manifests itself when students and others accept greater responsibility to become less vulnerable to crime.

This unit helps students learn simple and safe procedures (protective strategies) for home, school and community.

**OBJECTIVES:**

- The student will be able to define the term "crime resistance."
- The student will be able to identify five home security measures.

PROTECTIVE STRATEGIES

LET'S TALK ABOUT "CRIME RESISTANCE" (inquiry and discussion)
VICTIM AND VULNERABILITY (case studies)
MICHAEL'S SIDE OF THE STORY (reading and paragraph writing)*
WHAT DO YOU REMEMBER? (decoding)*
HOME SECURITY (identification)
LET'S LEAVE OUR HOME SAFE (listing)
Family Checklist (home project)*
"C" is for Crime Resistance (acrostic writing
Figure It Out (crossword puzzle)*
STRANGER DANGER (teacher information)
REDUCING VANDALISM (teacher information)
CHILD ABUSE AND NEGLECT (teacher information)

*STUDENT WORKSHEET Provided

# PROTECTIVE STRATEGIES

## LET'S TALK ABOUT "CRIME RESISTANCE"

*Purpose: To reinforce the concepts of "victim," "vulnerable," and "crime resistance"*

## DISCUSS:

1. Do you know what the word "crime" means?
   CRIME: an act in violation of a law
2. What does it mean to be a "victim" of crime?
   VICTIM: one who is harmed physically (body), mentally (mind), or financially (money). A victim can be a:
   person: physically — "beat up"
   mentally — threatened and scared
   financially — stolen from
   organization: e.g. schools, clubs, churches stolen from or vandalized
   society: e.g. We are all victims of shoplifting because we must pay more for things we buy.
3. What does it mean to be "vulnerable" to a crime?
   VULNERABLE: to be unprotected or in danger of becoming a victim
4. In what ways do people allow themselves to be vulnerable to crime?
   - leaving houses unlocked
   - walking in lonely places
   - carrying large sums of money
   - hitchhiking (getting into cars with strangers)
   - leaving valuable property in the yard
   - failing to properly identify property
   - allowing strangers into your home
   - answering the phone and telling a stranger you are home alone
   - bringing valuable articles to school
   - not reporting suspicious activities
     e.g. stranger loitering around school, someone trying to get into a neighbor's house, an older student threatening you
   - etc.

See if your class can add to this list of ways people make themselves vulnerable to crime.

5. What do you think "crime resistance" means?
   CRIME RESISTANCE: when people take necessary actions to try to keep themselves, their property and other people from becoming victims
6. Why is crime resistance important?
   — To help make our community or home a safer place to live.

## VICTIM AND VULNERABILITY

*Purpose: To clarify the meaning of "victim" and "vulnerability"*

**Read the following case studies to students and discuss the follow-up questions.**

WALKING ALONE IN THE DARK

Susie had stayed at Marie's longer than she was supposed to. She had just forgotten about the time. Now she must walk home alone. In order to get home quicker, Susie took a shortcut throught the alley. As she hurried along, a strange man grabbed her.

1. What should Susie do?
   — Scream and yell "fire" to attract attention. If no one comes, cooperate with the stranger to minimize physical harm.
2. Who was the victim?
   — Susie
3. Why was she vulnerable?
   — staying out after dark, taking shortcuts
4. What crime resistance measures could she have taken?
   — She should have called home for a ride or escort
   — She should have walked on well-lighted streets.

## DISPLAYING MONEY

Sam's uncle had sent him $10 for his birthday. He slipped it into his pocket to take to school. On the school bus, he showed it to his friend, Mike. When he got into class, he kept taking it out of his pocket and looking at it. Just before lunch, he got permission to go to the bathroom. In the bathroom, two bigger boys came up to him and said "Give us that 10 bucks you've been flashing around. If you don't give it to us, we'll beat you up and take it anyway." Poor Sam had no choice but to give it to the boys. "And, listen, kid," threatened one of the boys, "if you tell on us, we'll get you after school. We know where you live. So if you want to stay healthy, stay quiet."

1. What should Sam do now?
   - report it immediately to some one in authority
2. Who was the victim?
   - Sam
3. Why was he vulnerable?
   - took large sum of money to school and displayed it
4. What crime resistance measures could have been taken?
   - Sam should have left the money at home, and should not have displayed it.

## HITCHHIKING WITH STRANGERS

Sue and Jane decided to walk home from school instead of riding the bus. On the way home Jane had the idea of going across town to the amusement park. Jane said, "Come on Sue, let's hitchhike so we can get there faster."

The girls finally "hitched" a ride with a man who said he was going right past the amusement park on the way home. But when the stranger got to the park, he did not stop. Sue and Jane began to cry. Sue tried to unlock the door, and the stranger grabbed her by the arm.

1. What should Jane do?
   - stay calm and try to escape the first chance she gets
   - cooperate with the stranger to minimize physical harm
2. Who are the victims?
   - Sue and Jane
3. Why were they vulnerable?
   - because they were hitchhiking and got into a car with a stranger
4. What crime resistance measures could they have taken?
   - They could have ridden the school bus and not tried to hitchhike.

## MICHAEL'S SIDE OF THE STORY
(STUDENT WORKSHEET Page 39 )

*Purpose: To show that we must accept the consequences of our own behavior and sometimes the behavior of others*

**Distribute the student worksheets. Have each student read the story and write an ending which answers the questions at the end of the story.**

### Michael's Side Of The Story

**This is Michael's story. But the story is not yet finished. Read the story. Then think it over. How do you think it could end?**

The store was empty when Deon and I got there. I walked over to the comic books. Deon started talking to the clerk. Already, I was sorry I had come with Deon. Deon is always in trouble. But Deon is too big to mess with. If Deon asks you to go somewhere, you go.

In a few minutes, a customer came in and said something to the clerk. I looked up as they started to the back of the store. Then I went back to my comic book. I had just found my place when Deon whispered to me.

"Michael, come here a minute."

Deon was standing on the other side of the store. I put my comic book down and walked over. Deon was leaning against a table. He was playing with some rings.

"See one you like?" Deon smiled.

"No," I answered. I started to turn away. Then out of the corner of my eye, I saw Deon pick up a ring. He slipped it into his pocket.

Then I got this feeling. If Deon took the ring, I would get in trouble.

"What do you think you're doing?" I said.

"I don't know what you're talking about," Deon answered.

"You know what I'm talking about!" I shouted.

"What's going on up there?" the clerk shouted. She started toward us.

That was all I needed. I ran out of the store as fast as I could. My mind was running, too. What would Deon do to me? What would the clerk do? What if she saw that a ring was gone?

I was home before it hit me. What if Deon blamed me? After all, I was the one who had run, not Deon. I should have stayed. I could have said I would tell the clerk if Deon didn't put the ring back. But I had run instead — and now it was too late.

I slipped in the front door.

"Michael?" my mother called. "Where have you been?"

I didn't answer. I couldn't think.

"Michael!" my mother said again. "I asked where you have been."

"Nowhere," I said. I knew that was not good enough, but what else could I say?

Now my mother was mad. "Go up to your room," she said. "You can come down when you're ready to answer me!"

I started up the stairs. I was only halfway up the stairs when the telephone started to ring.

**Who is on the telephone? Is it the store clerk? Is it Deon? What should Michael say to Deon? To his mother?**

**WRITE AN ENDING TO THIS STORY.**

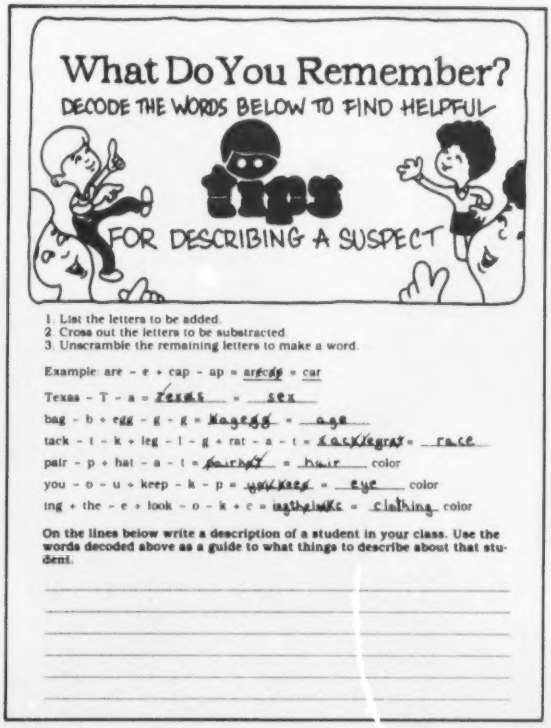
**Select some students to share their endings with the class. Discuss.**

Bernstein, P. L., "Michael's Side of the Story," **Scholastic Sprint**, 1977, Vol. 2, No. 10.

## WHAT DO YOU REMEMBER?
(STUDENT WORKSHEET Page 40 )

*Purpose: To reinforce the kinds of things we need to remember when witnessing a crime*

**Distribute the student worksheet. Allow students time to decode the words and write a description.**




1. List the letters to be added.
2. Cross out the letters to be subtracted.
3. Unscramble the remaining letters to make a word.

Example: are − e + cap − ap = arecap = car

Texas − T − a = Texas = sex

bag − b + egg − g − g = bagegg = age

tack − t − k + leg − l − g + rat − a − t = tacklegrat = race

pair − p + hat − a − t = pairhat = hair color

you − o − u + keep − k − p = youkeep = eye color

ing + the − e + look − o − k + c = ingthelwkc = clothing color

**On the lines below write a description of a student in your class. Use the words decoded above as a guide to what things to describe about that student.**

## DISCUSS:

1. When you witness a crime what things should you try to remember about the suspect?
   - — sex
   - — race
   - — age
   - — hair color
   - — eye color
   - — description of clothing
2. What other things should you try to remember?
   - — if a car is involved, the description of the car and the license number
   - — description of items involved (e.g. in a robbery)

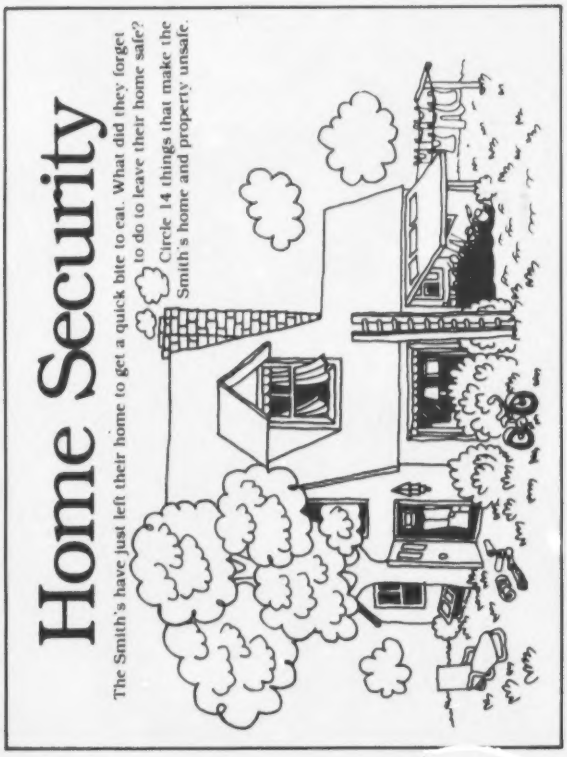
**Have students read their descriptions and let other students try to guess who is being described.**

## HOME SECURITY

(STUDENT WORKSHEET Page 41 )

*Purpose: To identify home security measures*

**Distribute the worksheet to students, have them circle as many improper security measures as they can find.**


Home Security
The Smith's have just left their home to get a quick bite to eat. What did they forget to do to leave their home safe? Circle 14 things that make the Smith's home and property unsafe.

Possible Answers:

1. low branches on tree reach window and roof
2. open window upstairs
3. basement window left open
4. bushes cover windows
5. lawn chair left outside
6. newspapers left on sidewalk
7. front door left open
8. fire left going in fireplace
9. picture window curtains not closed
10. ladder left against house
11. broken window in garage
12. garage door left open showing tools
13. bike left in yard
14. clothes left on line

**Discuss proper measures of security for this particular house.**

## LET'S LEAVE OUR HOME SAFE

*Purpose: To reinforce home security measures when the family is away*

**Divide students into groups of five or six. Present students with the following situation.**

You and your mother live alone. You are getting ready to go to the beach for a week. Your mother is going to be busy packing so she gives you a list of things to do to make sure the house will be safe.

**Set a time limit in which each group prepares the mother's list. When the time is up, bring students together and compile the lists. Make sure the final list includes:**

- **Lock all doors and windows.**
- **Be sure that all toys, furniture, clothes or any other unsecured objects are taken indoors.**
- **Call the newspaper office to hold newspapers until date of return.**
- **Leave a card with the postman to hold the mail and notify the local law enforcement authorities that the house will be empty.**
- **Milk delivery should be stopped.**
- **Cut the grass.**
- **Take an extra key to a neighbor's house. Ask them to please turn on lights at different times.**
- **After the car is packed and in the drive, lock the garage.**

## Family Checklist
(STUDENT WORKSHEET Page 42 )

*Purpose: To allow parents and students to evaluate their own home security measures*

**Distribute the worksheet.** DO NOT ALLOW STUDENTS TO COMPLETE THE WORKSHEET IN CLASS. **Read and discuss each statement, then have the checklist taken home and completed with parent(s).** It is not a good idea for students to share with one another what they do at home related to security measures.

### Family Checklist

**Take this checklist home and fill it out with your parent(s). Are you failing to take proper security measures in your home? Have one of your parents sign the bottom of the page and tear it off. Bring it to school to show your teacher that the checklist was discussed with your family.**

**Circle one of the following in front of each statement — N = Never, O = Occasionally, A = Always.**

N O A 1. We keep outside doors locked when we are away from home, even if just for a minute.
N O A 2. We keep outside doors locked when we are in the house.
N O A 3. We keep windows locked when we are away from home.
N O A 4. We keep telephone numbers of police, fire and other emergency numbers posted near the telephone.
N O A 5. I know who is outside before I open the door to anyone.
N O A 6. Sliding glass doors are secured with special locking devices.
N O A 7. We use deadbolt locks on all outside doors.
N O A 8. We keep bicycles, toys, lawn equipment, etc. in the house, apartment or garage when not in use.
N O A 9. We have our possessions marked for identification and the serial numbers and descriptions recorded.
N O A 10. When we go away for several days, we stop deliveries of mail, newspapers, and milk.
N O A 11. When we go away we arrange for a trusted neighbor or friend to keep our lawn mowed, snow shoveled and whatever is required to give our residence an occupied appearance.
N O A 12. We cooperate by helping our neighbors look after their property when they are away.
N O A 13. I lock my bicycle to an immovable object when it is not in use, even if only for a minute.
N O A 14. We are careful with keys.
N O A 15. We keep our car or other vehicles locked, and we park them in well-traveled, well-lit areas.
N O A 16. We keep windows covered at night so people cannot look inside.
N O A 17. We report to the police suspicious activity in our neighborhood or crimes committed against us.

_____ and I have discussed home security measures which help keep us safe.
Signed _____

**Have students return only the signed note from the bottom of the page.**

## "C" is for Crime Resistance

*Purpose: To reinforce crime resistance strategies*

**Have your students write CRIME RESISTANCE vertically down the left side of their paper. Divide students into small groups and ask them to write safety messages beginning with each letter of CRIME RESISTANCE.**

**Example:**

C - careful with strangers
R - remember to lock your door
I - identify strangers in your neighborhood
M - mark your belongings (or personal property)
E - each time you ride your bike, check it for safety
R - recall what you witness
E - everyone must help law enforcement
S - stop at red lights while bike riding
I - ignore strangers who try to give you gifts
S - signal when turning or stopping
T - telephone "O" for emergency help
A - always keep your doors and windows locked when alone
N - never tell a stranger on the phone that you're alone
C - caution at yellow lights
E - escape danger by playing in safe places

## Figure It Out
(STUDENT WORKSHEET Page 43 )

*Purpose: To reinforce crime resistance vocabulary*

**Distribute the worksheet to students.**

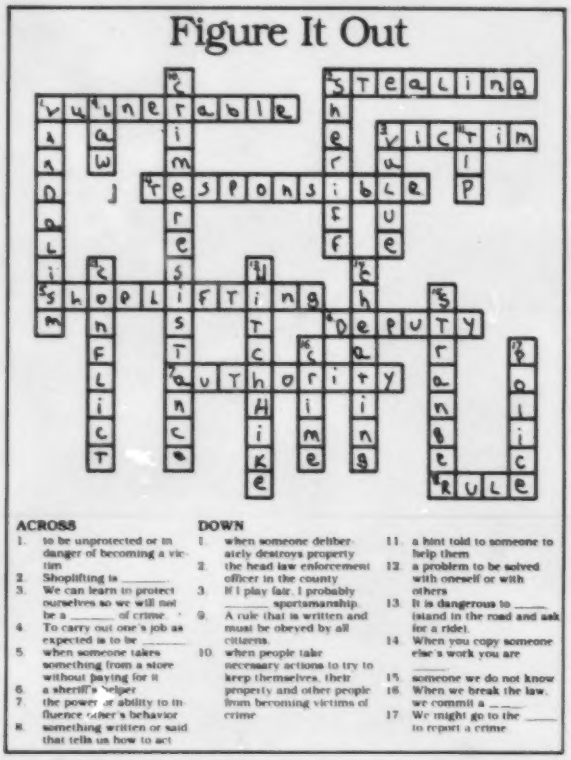


Figure It Out
ACROSS
1. to be unprotected or in danger of becoming a victim
2. Shoplifting is _____.
3. We can learn to protect ourselves so we will not be a _____ of crime.
4. To carry out one's job as expected is to be _____.
5. when someone takes something from a store without paying for it
6. a sheriff's helper
7. the power or ability to influence other's behavior
8. something written or said that tells us how to act
DOWN
1. when someone deliberately destroys property
2. the head law enforcement officer in the county
3. If I play fair, I probably _____ sportsmanship.
9. A rule that is written and must be obeyed by all citizens.
10. when people take necessary actions to try to keep themselves, their property and other people from becoming victims of crime
11. a hint told to someone to help them
12. a problem to be solved with oneself or with others
13. It is dangerous to _____ (stand in the road and ask for a ride).
14. When you copy someone else's work you are _____.
15. someone we do not know
16. When we break the law, we commit a _____.
17. We might go to the _____ to report a crime.

**Discuss the answers to make sure students understand the meanings.**
The following words can be written on the board for the students to choose the answers needed to complete the puzzle:

| | |
|---|---|
| cheating | punishment |
| sheriff | law |
| shoplifting | policeman |
| hitchhike | stealing |
| victim | crime |
| rules | tip |
| purse snatching | vulnerable |
| stranger | conflict |
| vandal | value |
| deputy | responsibility |
| authority | crime resistance |

Invite a law enforcement officer to come to your class to emphasize the importance of the safety "tips" your class has discussed in Units I, II and III.

## STRANGER DANGER
## Teacher Information

*Purpose: To provide the teacher with background information related to youth and stranger involvement*

Students should develop caution where strangers are concerned. Each student needs to know the basic signs of danger as well as techniques for dealing with situations encountered when alone. The definition of just who is a stranger may be approached through discussing who is not a stranger (immediate relatives, friends of the family and certain people in authority such as police, teachers, clergy, fire fighters, nurses, storekeepers, etc.). **Students should be made aware that many strangers are kind and need not be feared.** However, there are some strangers who act friendly, but who really intend to do harm. Students should be helped to feel confident that there is a way to deal with situations involving strangers. The teacher should try to clarify that students have no obligation to comply with requests from strangers other than those identified by their parents and teachers or persons recognized by uniforms as community helpers. The following concepts are important and appropriate for young students.

1. Most strangers act friendly, but there are some who are not our friends. Even adults cannot always tell friendly strangers from other strangers.
2. We should stay away from strangers until they are approved by a parent or teacher, a trusted authority, or whoever is in charge of us.
3. Friendly strangers offering gifts or candy are not to be considered as friends. Student's first reaction should be to leave the scene and go to a safe place. They should tell the nearest authority (teacher, friend, parent, police officer or babysitter)
4. Never accept rides from strangers, go near or get into their car for any reason. It is necessary that students learn to distinguish between rides offered by strangers, no matter how friendly.
   a. Refuse the ride, get away from the car and continue on your way.
   b. If the stranger keeps following, run or walk away in the opposite direction of the car. The car cannot reverse direction easily.
   c. If still followed, run and yell to attract attention.
   d. Find a busy store or a house where someone you know lives.
   e. Later, with a friendly adult to help, report any such persistent follower to the police.
5. Students should never stop to speak to strangers if they ask for directions. Discuss where students can find emergency help on the way to school with special reference to the immediate area. Encourage students to walk with a friend, but to take suitable precautions when walking alone. It should be emphasized that students should never get so near a stranger that they can be touched by them.
6. Students should know their full name and address but should never give them to a stranger. Students should understand that if they are lost and cannot find their way home, they need to look for help. The teacher should emphasize the kinds of people to look for in different situations when lost.
7. Students should always play or walk where they can be seen by other people or the person in charge. If possible, a student's route to school should not lead past abandoned buildings, woods or through vacant lots which cut them off from public view. If such hazards are unavoidable, students should be encouraged to walk with friends and not to loiter. Shortcuts should be discouraged.
8. Never allow a stranger into your house. Students should be instructed if a stranger knocks on their door, they should not open the door, but run and get an adult or an older brother or sister to answer the door for them.

**NATIONAL CHILD SAFETY COUNCIL**

The National Child Safety Council has prepared pamphlets appropriate for all ages of children on dealing with strangers. Check your local phone directory or call your local law enforcement agency to obtain the phone number or name of the NCSC representative in your area. You may also write to:

**NATIONAL CHILD SAFETY COUNCIL**
3146 Francis Street
Jackson, Michigan 49203

## REDUCING VANDALISM
### Teacher Information

*Purpose: To promote student participation in reducing vandalism*

Vandalism is an ugly and growing problem. Few school buildings and other public buildings completely escape the vandal's mark.

The reasons why people vandalize are many and complex. However, the sources of vandalism are not so complex. Many acts of vandalism are committed by those who have developed negative attitudes toward rules, laws and authority. Vandalism is one way to "strike back." Through peer pressures and other inducements, casual acts of vandalism become more commonplace and occur with more frequency.

One way to reduce the ill effects of vandalism is to give students a stake in setting the conditions of their environment. When given a choice, young students will generally choose cleanliness and order over unkempt conditions. People generally conform to the conditions around them. If things are disorderly, people feel no need to be orderly. If, on the other hand, cleanliness and orderliness prevail, one is likely to feel a need to maintain that condition.

When a school activity gives students a stake in promoting cleanliness and orderliness, acts of vandalism will likely decrease. Active and continuous participation at every grade level will promote positive attitudes toward cleanliness and orderliness. As more positive attitudes are nourished and developed, they are likely to transfer to home and community.

## DISCUSS:

(Adapt terminology to students' age and maturity levels.)

1. Do you like things around you to be clean or dirty? How does it make you feel when things are dirty? clean?

2. What are some improvements we can make in our room? school building? grounds?
3. How can we make sure each of us does the things necessary to keep things clean and orderly? (The last two minutes of each day devoted to cleaning and organizing the room will afford consistency and perpetuate positive attitudes.)

## CHILD ABUSE AND NEGLECT

### Teacher Information

*Purpose: To encourage teachers to report suspected child abuse and neglect.*

Child abuse and neglect are serious and growing problems in today's society. More and more states are requiring, under penalty of law, that alleged abuse and neglect cases be reported by certain professionals. It is extremely important for teachers to have information about child abuse and neglect.

It is highly recommended that teachers become familiar with local policies and regulations and fully understand obligations.

The intent of the information furnished below is to offer teachers general direction. Check with your immediate supervisor to determine specifics for your locality.

What is an abused or neglected child?

"Abused or neglected child" shall mean any child less than eighteen years of age whose parents or other person responsible for his/her care:

1. Creates or inflicts, threatens to inflict, or allows to be created or inflicted upon such child a physical or mental injury by other than accidental means, or creates substantial risk of death, disfigurement, impairment of bodily or mental functions;
2. neglects or refuses to provide necessary care for his health; provided, however, that no child who in good faith is under treatment solely by spiritual means through prayer in accordance with the tenets and practices of a recognized church or religious denomination shall for that reason alone be considered to be an abused or neglected child;
3. abandons such child; or
4. commits or allows to be committed any sexual act upon a child in violation of the law.

Code of Virginia, Title 63.1, Chapter 12.1, Section 63.1-248.1-63.1 248.17 (1975 Revised)

What are some identifying signs of possible abuse?

1. bruises, abrasions, old-healed lesions, burns, scalding
2. evidence of dislocations, fractures
3. unexplained injuries
4. shows evidence of dehydration and/or malnutrition without obvious cause
5. unusual fearfulness
6. repeated injuries
7. evidence of sexual abuse

What are some identifying signs of possible neglect?

1. malnourished, ill clad, dirty
2. ill and lacking essential medical care
3. denied normal experiences that produce feelings of being loved, wanted, secure and worthy (emotional neglect)
4. failing to attend school regularly
5. constantly tired, "run-down" - possibly exploited or overworked
6. emotionally disturbed due to constant friction in the home, marital discord, mentally ill parents
7. exposed to unwholesome and demoralizing circumstances e.g. excessive drinking and/or drunkenness

Who reports alleged cases of abuse or neglect?

1. Any person who witnesses or suspects child abuse or neglect should report the incident.
2. Certain professionals are required by law, under penalty, to report alleged cases of abuse and neglect (i.e. doctors, nurses, teachers).

To whom should reports be made?

If you are a teacher, make your report to school authorities.

There is a Child Abuse Center in most cities and states. Anyone who suspects child abuse is taking place should contact this center. You DO NOT have to give your name, only the location and the abuse which you think has occurred.

# Michael's Side Of The Story

**This is Michael's story. But the story is not yet finished. Read the story. Then think it over. How do you think it could end?**

The store was empty when Deon and I got there. I walked over to the comic books. Deon started talking to the clerk. Already, I was sorry I had come with Deon. Deon is always in trouble. But Deon is too big to mess with. If Deon asks you to go somewhere, you go.

In a few minutes, a customer came in and said something to the clerk. I looked up as they started to the back of the store. Then I went back to my comic book. I had just found my place when Deon whispered to me.

"Michael, come here a minute!"

Deon was standing on the other side of the store. I put my comic book down and walked over. Deon was leaning against a table. He was playing with some rings.

"See one you like?" Deon smiled.

"No," I answered. I started to turn away. Then out of the corner of my eye, I saw Deon pick up a ring. He slipped it into his pocket.

Then I got this feeling. If Deon took the ring, I would get in trouble.

"What do you think you're doing?!" I said.

"I don't know what you're talking about," Deon answered.

"You know what I'm talking about!" I shouted.

"What's going on up there?" the clerk shouted. She started toward us.

That was all I needed. I ran out of the store as fast as I could. My mind was running, too. What would Deon do to me? What would the clerk do? What if she saw that a ring was gone?

I was home before it hit me. What if Deon blamed me? After all, I was the one who had run, not Deon. I should have stayed. I could have said I would tell the clerk if Deon didn't put the ring back. But I had run instead — and now it was too late.

I slipped in the front door.

"Michael?" my mother called. "Where have you been?"

I didn't answer. I couldn't think.

"Michael!" my mother said again. "I asked where you have been."

"Nowhere," I said. I knew that was not good enough, but what else could I say?

Now my mother was mad. "Go up to your room," she said. "You can come down when you're ready to answer me!"

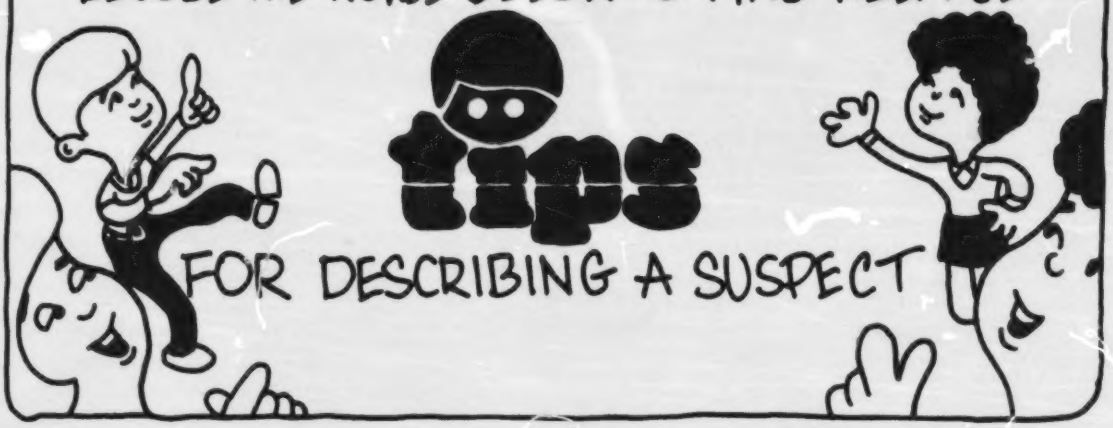
I started up the stairs. I was only halfway up the stairs when the telephone started to ring.

**Who is on the telephone? Is it the store clerk? Is it Deon? What should Michael say to Deon? To his mother?**

**WRITE AN ENDING TO THIS STORY.**

# What Do You Remember?

## DECODE THE WORDS BELOW TO FIND HELPFUL




1. List the letters to be added.
2. Cross out the letters to be substracted.
3. Unscramble the remaining letters to make a word.

Example: are – e + cap – ap = ~~arecap~~ = car

Texas – T – a = _____ = _____

bag – b + egg – g – g = _____ = _____

tack – t – k + leg – l – g + rat – a – t = _____ = _____

pair – p + hat – a – t = _____ = _____ color

you – o – u + keep – k – p = _____ = _____ color

ing + the – e + look – o – k + c = _____ = _____ color

**On the lines below write a description of a student in your class. Use the words decoded above as a guide to what things to describe about that student.**

_____

_____

_____

_____

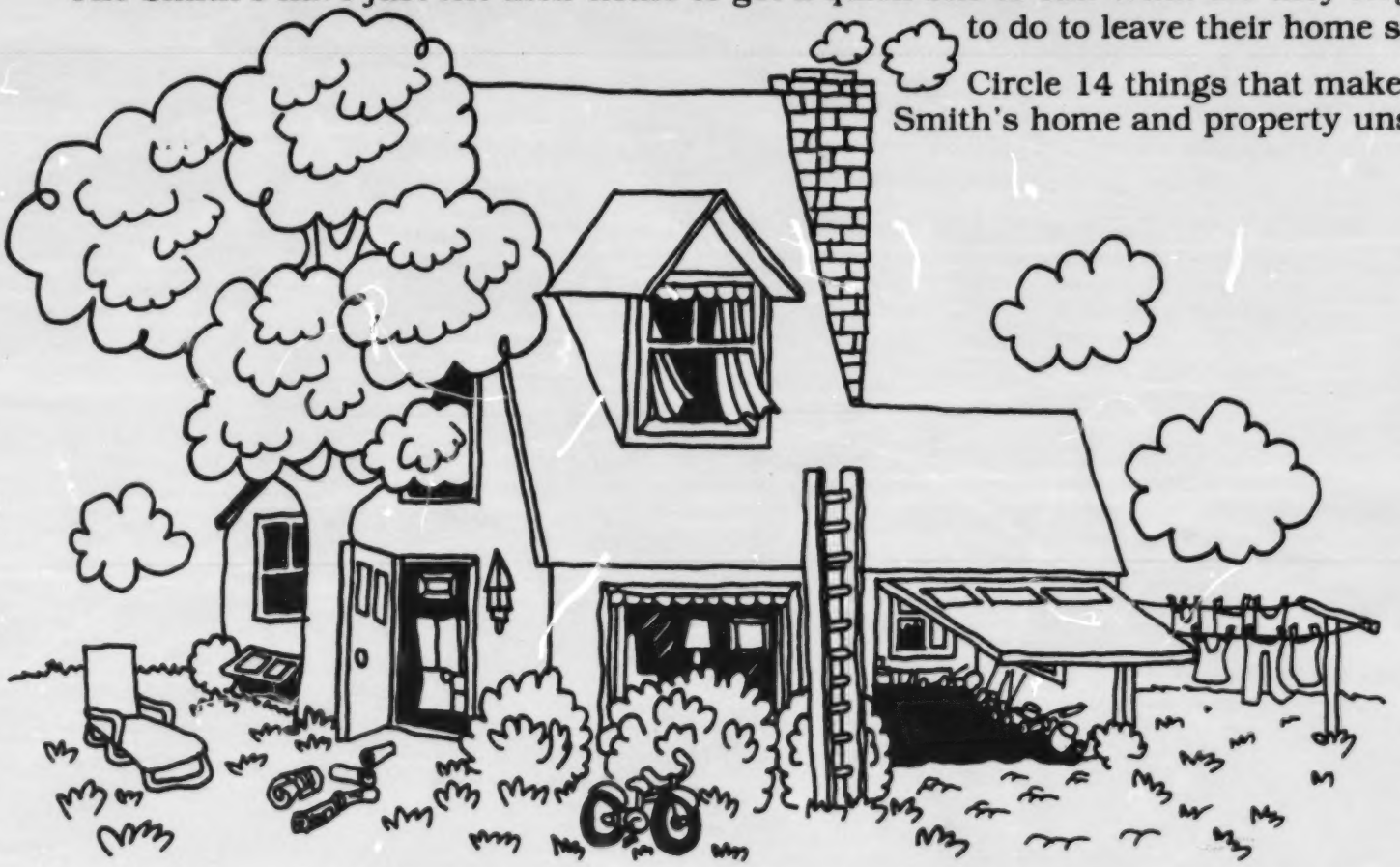
_____

_____

# Home Security

The Smith's have just left their home to get a quick bite to eat. What did they forget to do to leave their home safe?

Circle 14 things that make the Smith's home and property unsafe.



# Family Checklist

**Take this checklist home and fill it out with your parent(s). Are you failing to take proper security measures in your home? Have one of your parents sign the bottom of the page and tear it off. Bring it to school to show your teacher that the checklist was discussed with your family.**

**Circle one of the following in front of each statement — N = Never, O = Occasionally, A = Always.**

N O A 1. We keep outside doors locked when we are away from home, even if just for a minute.

N O A 2. We keep outside doors locked when we are in the house.

N O A 3. We keep windows locked when we are away from home.

N O A 4. We keep telephone numbers of police, fire and other emergency numbers posted near the telephone.

N O A 5. I know who is outside before I open the door to anyone.

N O A 6. Sliding glass doors are secured with special locking devices.

N O A 7. We use deadbolt locks on all outside doors.

N O A 8. We keep bicycles, toys, lawn equipment, etc. in the house, apartment or garage when not in use.

N O A 9. We have our possessions marked for identification and the serial numbers and descriptions recorded.

N O A 10. When we go away for several days, we stop deliveries of mail, newspapers, and milk.

N O A 11. When we go away we arrange for a trusted neighbor or friend to keep our lawn mowed, snow shoveled and whatever is required to give our residence an occupied appearance.

N O A 12. We cooperate by helping our neighbors look after their property when they are away.

N O A 13. I lock my bicycle to an immovable object when it is not in use, even if only for a minute.

N O A 14. We are careful with keys.

N O A 15. We keep our car or other vehicles locked, and we park them in well-traveled, well-lit areas.

N O A 16. We keep windows covered at night so people cannot look inside.

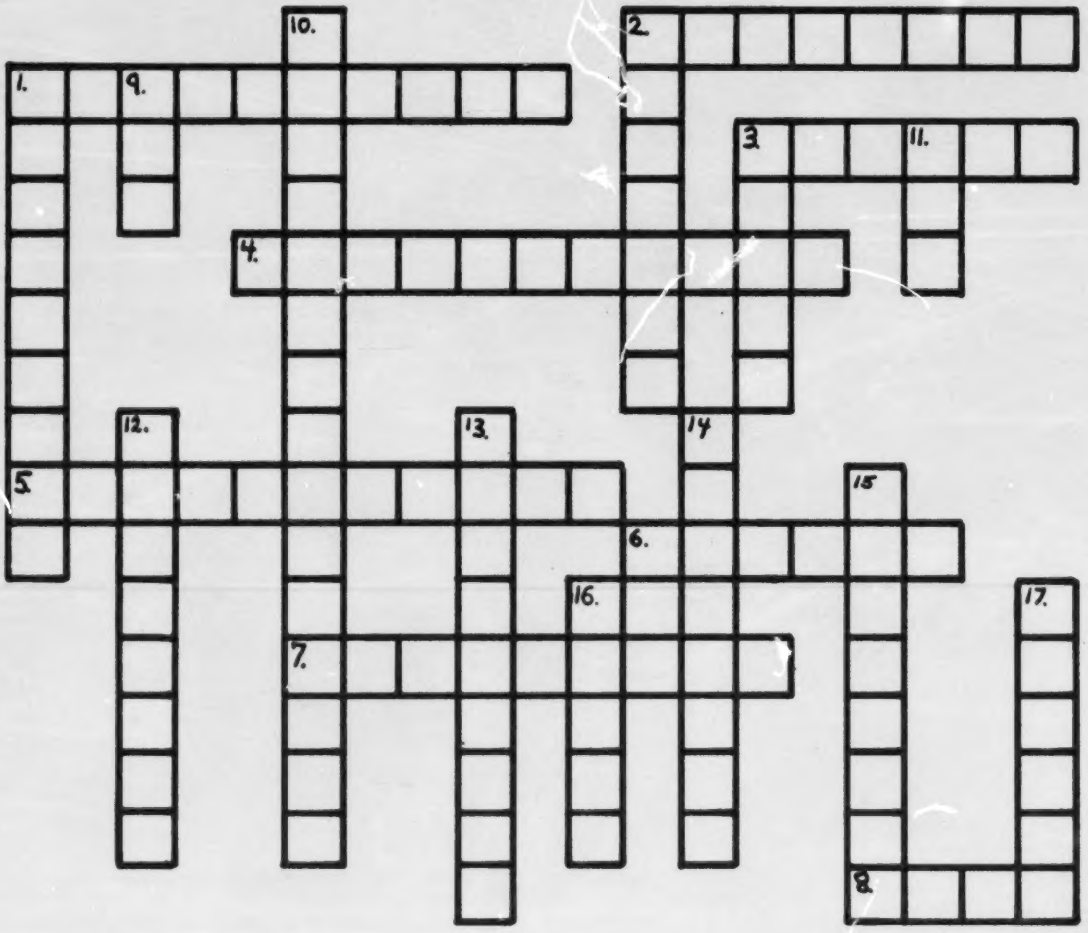
N O A 17. We report to the police suspicious activity in our neighborhood or crimes committed against us.

---

_____ and I have discussed home security measures which help keep us safe.

Signed _____

# Figure It Out




**ACROSS**

1. to be unprotected or in danger of becoming a victim
2. Shoplifting is _____.
3. We can learn to protect ourselves so we will not be a _____ of crime.
4. To carry out one's job as expected is to be _____.
5. when someone takes something from a store without paying for it
6. a sheriff's helper
7. the power or ability to influence other's behavior
8. something written or said that tells us how to act

**DOWN**

1. when someone deliberately destroys property
2. the head law enforcement officer in the county
3. If I play fair, I probably _____ sportsmanship.
9. A rule that is written and must be obeyed by all citizens.
10. when people take necessary actions to try to keep themselves, their property and other people from becoming victims of crime
11. a hint told to someone to help them
12. a problem to be solved with oneself or with others
13. It is dangerous to _____ (stand in the road and ask for a ride).
14. When you copy someone else's work you are _____.
15. someone we do not know
16. When we break the law, we commit a _____.
17. We might go to the _____ to report a crime.

# Supplementary Materials

# UNIT I

## Student Reading List

Alcock, Gudrun, **Run, Westy, Run.** New York: Lothrop, Lee and Shepard Co., Inc., 1966. (runaways)

Bell, Margaret, **Ride Out the Storm.** New York: Morrow, 1951. (Someone is unjustly accused of stealing.)

Black, Algernon D., **The First Book Of Ethics.** New York: Franklin Watt, 1965. (concept of ethics)

Clymer, Eleanor, **Luke Was There.** New York: Holt, Rinehart and Winston, 1973. (solutions to conflict)

Cone, Molly, **Number Four.** Boston: Houghton Mifflin Company, 1972. (individual differences)

Fox, Paula, **How Many Miles to Babylon?** New York: David White Company, 1967. (runaways)

Graham, Lorenz, **Whose Town.** New York: Thomas Y. Crowell Company, 1969. (individual differences)

Gray, Genevieve, **Varnell Roberts, Super—Pigeon.** Boston: Houghton Mifflin Company. (individual differences and conflict)

Green, Constance C., **The Unmaking of Rabbit.** New York: The Viking Press, 1972. (individual differences)

Leach, Christopher, **Free, Alone and Going.** New York: Crown Publishers, Inc., 1972. (runaways)

## Films and Filmstrips

*ANGRY WORDS, ANGRY FEELINGS* — Me and My Family Series — filmstrip — 9 min. — Coronet Instructional Media — 1976

It seems that things usually get worse and worse when people get angry with each other. When Lisa and Martha are angry, they usually start shouting at each other. That's what happens when Lisa thinks Martha isn't doing her share of the cleaning. When Lisa takes time to explain the reason for her anger, both sisters feel better. Another time, Lisa and Martha are both disappointed when they can't visit their grandmother. But with Dad's help, they begin to figure out other ways they can get what they want.

## DISCUSS:

1. Why did Lisa get so angry at Martha when Martha wouldn't stop watching television?
2. What important things did Martha learn when she talked with her father that she didn't know before?
3. Why was Martha upset when Lisa ate a sandwich in the kitchen? What did Lisa do to make Martha feel less angry?
4. What was the reason Father was angry when Martha and Lisa spilled water all over the bathroom floor?
5. What do you do when you get angry? Do you think there are any ways you can help control your anger? How can you help other people in your family to control their anger?
6. Why do things get worse when people get angry at one another? Do you think that explaining why you feel angry helps clear things up? Why?
7. Have you ever been angry about something that couldn't be changed? What else could you have done to try to get what you wanted?

## SUGGESTED ACTIVITIES:

1. Children can be encouraged to draw pictures for a classroom or hall bulletin board display titled "You'll Know I'm Angry When I Look Like This." This might lead to a discussion in which children could share ideas about how we appear when we're angry and how we sense anger in others.
2. Working individually or as a whole, the class can make a list of "angry words."
3. Puppets can be used to role play situations seen in the filmstrip, using art experience to provide a vehicle for sharing feelings.

*IT'S YOUR FAULT* — Me and My Family Series — filmstrip — 9 min. — Coronet Instructional Media — 1976

In almost every family, people have problems with blaming each other. Donna and Artie have just been to the store. They're blaming each other, because somebody forgot the tomatoes. Often when people blame each other, they start to argue.

When Donna and Joey spill paint on the table, they fight about who did it, instead of cleaning up the mess or thinking of a way to avoid an accident the next time. Joey, Donna and Artie discover that solving the problem is more important than finding out whose fault it is.

## DISCUSS:

1. Why did Donna and Artie return from the store without the tomatoes needed for supper? How could they have solved their problem with the tomatoes, instead of just blaming each other?
2. Why did Artie and Donna get into the argument about the skate key? How did they solve the problem? Do you think what they did will help?

3. How did Donna, Artie and their parents figure out a way to keep Marco out of the house?
4. Why did Joey and Donna blame each other when red paint was spilled on the table? What did Joey mean when he said "It doesn't matter whose fault it was."?
5. Does blaming ever happen in your house? Why do you think people blame each other? What are they feeling?
6. Why doesn't blaming help? What does it often lead to?
7. Why is it always better to work to solve a problem instead of finding out whose fault it is?

## SUGGESTED ACTIVITIES:

1. Dramatize some of the episodes from the filmstrip, such as "The Skate Key" or "The Spilled Paint". A discussion should follow to find out how the children playing the parts felt. A new perspective might be gained by changing roles, so that the pupils can see what it would be like to be the other person.
2. At the beginning of a wall mural, write an introductory statment about one of the unfinished episodes from the filmstrip. As a creative writing experience, the children can finish the story the way they think best. The results could be mounted on the mural.

*WHY CAN'T I?* — Me and My Family Series — filmstrip — 9 min. — Coronet Instructional Media — 1976

In every family, there are times when people can't do what they want. Suzy wants to run to the park by herself, but she's too young to cross the street alone. Don isn't allowed to ride his bike to the model shop, but by waiting a while, he gets his father to give him a ride. Sometimes people aren't willing to accept anything but exactly what they want. But usually family members can work together to find ways to get something just as good.

## DISCUSS:

1. Why couldn't Suzy's mother let her run into the street?
2. Why didn't his father let Don stay up to watch the monster movie? What did he let Don do instead?
3. How did Don solve his problem so he could still get to the model shop?
4. Did Linda feel better when she knew there was a good reason why she couldn't have Don's yellow crayon?
5. What did Suzy do instead when she found out she couldn't wear her mother's red shoes?
6. What do you usually do when your parents tell you that you can't do something?
7. Can you think of some things at home that you aren't allowed to do? Are there good reasons for some of those things?
8. Do you think there are times when you could find something else that would satisfy you when your parents tell you that you can't do something?

## SUGGESTED ACTIVITIES:

1. The above discussion questions should help children identify some situations that have happened to them. Children can be encouraged to look through magazines for pictures which illustrate things that happened in the filmstrip, or in their own lives. The pictures could be used for a bulletin board display.
2. Children can be introduced to cartoon-style art to illustrate some of the situations seen in the filmstrip. Younger pupils can limit the cartoon to two frames. Older children can use four frames. Stick figures can be used for characters, and dialogue can be shown in balloon shaped circles.

*IT'S NOT FAIR* — Me and My Family Series — filmstrip — 9 min. — Coronet Instructional Media — 1976

Everyone in the Stevens family thinks that something is unfair to him or her. Chris thinks it's unfair that Daryl never has to take out the garbage. Sometimes Daryl and Chris are so noisy that Dad can't hear the football game. Mother thinks it's unfair that she still has to do all the housework now that she's working full time. Finally the Stevenses take the time to explain carefully to each other just why they feel that something isn't fair. They find understanding how the other person feels makes it easier to think of ways to solve the problem.

## DISCUSS:

1. Why did Daryl feel it wasn't fair when Chris got a package? How did he feel after he heard the reason? How would you feel if you were Daryl?
2. Why did the father in the filmstrip feel that he wasn't being treated fairly?

3. How did Chris' father help him understand why it was his chore to take out the garbage?
4. What did the mother in this filmstrip feel about what her family expected her to do? Why did she think this was unfair? What did the family do to solve this problem?
5. What kinds of problems about unfairness do you have in your family and what do you do when you think you are being treated unfairly?
6. Whom in the filmstrip do you feel most like? Why?
7. When something is unfair, how does talking about it help? Does talking always solve the problem?

## SUGGESTED ACTIVITIES:

1. Have students write a story that begins with the words, "I think it is unfair at home when . . ."
2. Parents could be invited to the classroom to share recent situations at home involving fairness.

# UNIT II

### Student Reading List

LaFarge, Phyllis, **Abby Takes Over.** Philadelphia: Lippincott, 1974. (authority)

Shore, June L., **What's the Matter with Wakefield?** Nashville, Tennessee: Abington, 1974. (law-related concepts such as honesty, responsibility)

Winn, Marie, **Shiver, Gobble and Snore: A Story About Why People Need Laws.** New York: Simon and Schuster, 1972. (the necessity for laws)

### Films and Filmstrips

*WHY WE HAVE LAWS: SHIVER, GOBBLE AND SNORE* – 16mm – 7 min. – Learning Corporation of America – 1970

A humorous trio of characters escapes to a land without rules and finds it impossible to live peacefully. This clever animated cartoon illustrates the need for laws to live in today's complex world.

# UNIT III

### Films and Filmstrips

*SO I TOOK IT* – 16mm – 10 min. – Motorola Shoplifting costs U.S. retailers and their customers billions of dollars a year – and the majority of first offenders are pre-teen girls. The film shows how an average young girl is caught up in a snowballing nightmare of shoplifting, beginning with peer pressure and ending with involvement of her younger brother. Filmed in actual retail locations, program shows consequences of shoplifting along with modern detection/apprehension technology.

### Film Distributors

**CORONET INSTRUCTIONAL MEDIA**
65 E. South Water Street
Chicago, Illinois 60601

**FILMFAIR COMMUNICATIONS**
10900 Venture Boulevard
P.O. Box 1728
Studio City, California 91604

**LEARNING CORPORATION OF AMERICA**
1350 Avenue of the Americas
New York, New York 10019

**MOTOROLA**
4828 N. Scott Street
Suite 26
Schiller Park, Illinois 60176

# GLOSSARY

**BOLD PRINT** — indicates teacher definition
light print — indicates a simplified student definition

**ATTITUDE— A FEELING OR EMOTION TOWARD SOMEONE OR SOMETHING**
— one's feelings about persons, places, things and actions

**AUTHORITY— POWER OR ABILITY TO INFLUENCE OTHERS' BEHAVIOR**
— being the boss, leader; able to tell others what to do

**CONFLICT— OPPOSING BELIEFS, INTERESTS, OR ACTIONS**
— a problem to be solved either with self or others

**CRIME— AN ACT IN VIOLATION OF THE LAW**
— breaking the law

**CRIME RESISTANCE— WHEN PEOPLE TAKE NECESSARY ACTIONS TO TRY TO KEEP THEMSELVES, THEIR PROPERTY AND OTHER PEOPLE FROM BECOMING VICTIMS**
— when people take necessary actions to try to keep themselves, their property and other people from becoming victims

**FEELING— AN ATTITUDE OR EMOTION TOWARD SOMEONE OR SOMETHING**
— what we believe or think about someone or something

**LAW— A SET OF RULES OR REGULATIONS BY WHICH A PARTICULAR GROUP OR COMMUNITY REGULATES THE CONDUCT OF THE PEOPLE WITHIN IT**
— an official set of rules

**RESPONSIBLE— RELIABLE, TRUSTWORTHY**
— carrying out a job or doing what you are expected to do

**RULE— SOMETHING WRITTEN OR SAID WHICH TELLS US HOW TO ACT**
— something written or said which tells us how to act

**SAFETY— PROCESS OF REDUCING OR AVOIDING VICTIMIZATION**
— keeping away from places or people that will harm us
— acting so we will not get hurt

**SHOPLIFTING— ILLEGALLY REMOVING GOODS FROM A STORE WITHOUT PAYING FOR THEM**
— when someone takes something from a store without paying for it

**STEALING— TAKING SOMEONE'S PROPERTY WITHOUT PERMISSION FROM THE OWNER**
(synonym - theft, larceny)
— taking someone's property without permission from the owner

**TIP— AN ITEM OR HELPFUL INFORMATION**
— a hint told someone to help them

**VALUE— AN IDEAL OR BELIEF THAT ONE HOLDS IMPORTANT**
— something considered important and worthwhile

**VANDALISM— DELIBERATELY DESTROYING PROPERTY**
— deliberately destroying property

**VICTIM— ONE WHO IS HARMED PHYSICALLY (BODY), MENTALLY (MIND), OR FINANCIALLY (MONEY)**
— one who is harmed physically (body), mentally (mind) or financially (money)

**VULNERABLE— TO BE UNPROTECTED OR IN DANGER OF BECOMING A VICTIM**
— to be unprotected or in danger of becoming a victim